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AUTHOR Wells, Lawrence C.
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ABSTRACT

This catalogue discusses major Minnesota proposals over the past two years (through the end of the 1985 legislative session) for improving the quality of K-12 public education in the state. Following a 10-page summary is a legislative update which provides a picture of education reform as enacted by the state legislation, and connects some of the themes contained in the proposals with actual legislation passed during the 1985 special legislative session. The reform proposals are divided into the following topic areas: (1) curriculum, (2) pedagogy, (3) student testing, (4) teachers, (5) administrative and support staff, (6) school administration, (7) special populations, (8) school environment, (9) business-education partnerships, (10) funding, and (11) research and development. For each proposal a brief description is given, and basic premises and cost implications are indicated. A finder's matrix connects proposals to their specific sponsoring organizations. A bibliography presents complete citations from all the reform proposals and an appendix provides information about the 18 different organizations and sources of the reform proposals. These sources are categorized and briefly described; their addresses and phone numbers are listed. (ETS)

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# MINNESOTA K-12 EDUCATION: A CATALOGUE OF REFORM PROPOSALS

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## THE FUTURE OF K-12 PUBLIC EDUCATION IN MINNESOTA

A project sponsored by the Center for Urban and Regional Affairs and the College of Education, University of Minnesota

# MINNESOTA K-12 EDUCATION:
# A CATALOGUE OF REFORM PROPOSALS

by

Lawrence C. Wells

A Report of the CURA/College of Education Project on
The Future of K-12 Public Education in Minnesota

A publication of the Center for Urban and Regional Affairs, University of Minnesota, 330 Hubert Humphrey Center, 301 19th Avenue S., Minneapolis, Minnesota 55455.

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Edited by Judith H. Weir

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## FOREWORD

This report grows out of the Project on the Future of K-12 Public Education in Minnesota sponsored jointly by CURA and the College of Education at the University of Minnesota. The project, begun in the summer of 1983, has been designed to develop an accurate and comprehensive assessment of K-12 public education in Minnesota, to examine the debate surrounding public education, especially its applicability to Minnesota, and to analyze the various reform proposals as they might apply to Minnesota.

The central component of the project is the University of Minnesota Panel on the Future of Public Education in Minnesota, comprised of faculty members from various disciplines throughout the University with expertise and interest in public education. This faculty panel has guided the development of the project and reviewed its reports and publications.

This report provides a catalogue of the major educational reform proposals suggested in Minnesota during the past two years. It is hoped that it will be a useful reference document for state and local educational officials, education analysts, citizens, and others interested in possible reform. This report is the fifth of a number of publications growing out of the joint CURA/College of Education project. Four earlier reports have been published by CURA: The Berman, Weiler Study of Minnesota Student Performance: A Critical Review (September 1984), Minnesota Citizen Attitudes Towards Public Education (March 1985), Minnesota K-12 Education: The Current Debate, the Present Condition ( April 1985), and 1985 Minnesota Citizen Opinions on Public Education and Educational Policies (December 1985).

* * * * *

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## INTRODUCTION

During the past two years, many reform proposals have been issued by a variety of Minnesota organizations. The proposals grow out of the activities of specially commissioned panels, educational and administrative groups, business-related groups, and the legislature. The purpose of this catalogue is to summarize, in useful categories, the major Minnesota proposals for improving the quality of education. Proposals issued up through the end of the 1985 legislative session are included. This report is not an analysis of reform proposals but only an exposition and classification of them in a format useful for easy reference.

The catalogue begins with a ten-page summary, providing an overview of the proposals. It will serve to direct the reader's attention to a specific area of interest within the catalogue. Following the summary is a legislative update which will give the reader a picture of educational reform as enacted by the state legislature and will connect some of the themes contained in the proposals with actual legislation passed during the 1985 special legislative session. No attempt is made to connect pieces of legislation with specific reform proposals.*

For the catalogue itself, the reform proposals are presented under specific subject areas (such as curriculum, pedagogy and student testing). However, not every proposal fits neatly into one specific category and some could fit into several different categories. This problem has been resolved by choosing the one category which includes the major emphasis of each proposal.

A finder's matrix is included on pages 20 and 21 to show which organizations made proposals in particular subject areas. This should prove especially useful for anyone interested in what a specific organization proposed and will assist the reader in quickly locating the appropriate page numbers in the catalogue.

An attempt was made to let the reform proposals speak for themselves--to use the language of the documents in which the proposals were contained. Each proposal is presented according to what it says (proposal description), why it is said or what it is hoped to achieve (basic premises), and how much it is going to cost (cost implications). Many proposals do not explicitly state a basic premise. In these instances, an attempt was made to glean a premise from within the descriptive material. In a few instances, there is

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*For a detailed analysis of Minnesota educational reform issues and programs addressed in the 1983 and 1985 legislative sessions see Improving Education: The Minnesota Approach by Joyce Krupey (St. Paul: Minnesota Senate Counsel and Research, November 1985).

no premise stated at all for a proposal. In those situations a very general premise is drawn from the document. The majority of the proposals do not include cost implications, either because no new money is anticipated, or the implications have not been worked out. The descriptions of the proposals vary significantly in the amount of detail provided. In some cases they are brief and general. In other instances they are elaborately worked out with detailed descriptive material, justification, and cost estimates. The majority fall somewhere within this wide range.

Finally, a bibliography presents complete citations for all the reform proposals catalogued here and an appendix is provided with additional information about the eighteen different organizations and sources of the reform proposals. The sources are ordered into five groups and a brief description is given of each source, followed by their address and phone number for anyone interested in obtaining further information.

## A SUMMARY OF THE MAJOR MINNESOTA PROPOSALS

One-hundred and eighty-five proposals from eighteen different sources are contained in this catalogue. This summary provides an overview of the themes and highlights from the proposals and follows the topical order used in the catalogue.

### Reaffirm and Expand the Basic Curriculum

There appears to be little dispute over what should constitute the core curriculum. The Governor's Commission on Education for Economic Growth (1984) and the Minnesota Business Partnership (Berman, Weiler Associates 1984) emphasize math, science, language arts (communication), and social studies. The Minnesota Alliance for Science (1984) stresses the importance of math and science beyond the level of minimum requirements. The Minnesota Business Partnership goes further and wants to deregulate state mandated course requirements at the secondary level while guaranteeing free electives for secondary students to be taken in their school or elsewhere. Minnesota Wellspring (1985), while recommending that core subjects be required for all students in high school, also wants to give local school districts a choice of which requirements are emphasized. The Governor's Commission, on the other hand, recommends focused and specific requirements at both the elementary and secondary levels. The Minnesota Council on Quality Education (1985) stresses student communication proficiency through a comprehensive communication curriculum, and wants to see improvement in students' higher level thinking, decision-making, and leadership skills. The Minnesota Education Association (1984) states that preschool education should be available to all who want it and community education should be delivered as part of the public school system. Finally, the Governor's Commission and a DFL group (Senator Pehler et al. 1985) want to increase funding for educating the gifted and talented.

### Modify Pedagogy

Pedagogy refers to how the curriculum is taught, including teaching methods, use of time and space, and the application of technology. The reform proposals reflect two areas of interest.

The first and most prominent area is creating a learner outcome and mastery-based model for education in which specific knowledge and skills are delineated that students are expected to attain (learner outcome) and students are then assessed in their progress toward attaining these goals (mastery). Spearheading the drive for a system based upon measurable learner outcomes has been Commissioner Ruth Randall and the Minnesota

Department of Education. Learner outcomes are focused upon in order to set high expectations, emphasize productivity and performance, provide maximum flexibility for teaching and learning styles, and provide strong standards within which all those concerned may work to restructure education (Minnesota Department of Education 1983). The Minnesota Business Partnership, the Council on Quality Education, and the governor's Policy Development Program (Minnesota Executive Branch Policy Development Program 1984) also discuss this issue.

The second area is using new technology in the schools. The Public School Incentives plan (1983) mentions examples of using new technology while the Minnesota Education Association emphasizes technology as a teaching tool but not as a replacement for teachers and teaching. Minnesota Wellspring advocates establishing regional technology centers.

**Test Students**

There is some general agreement on the subject of testing. That is, there is general agreement that there should be school testing programs but no agreement as to what they should be, who should direct them, or what should be done with the results. State standardized tests measuring mastery in core areas are favored by several groups or individuals, including the Governor's Commission, the Minnesota Business Partnership, Governor Perpich (1985), the State Senate's "Access to Excellence" bill (Senator Nelson, et al. 1985) and the DFL group. However, the Minnesota Education Association does not favor such a state standardized test but instead asks for locally constructed testing programs for diagnostic use and curriculum improvement. The DFL group's plan permits local districts to add to the state test in order to evaluate local curriculum.

The test results would be used in several different ways--for example, to provide a statewide data base and to see how students, schools, districts, and the state measure against others (Governor's Commission); to publish the aggregated test scores by school (Governor Perpich and the Minnesota Business Partnership); and to measure the strength of a district's programs by aggregated results (the DFL group and the State Senate bill). The Governor's Commission also wants to institute a statewide graduation qualifying test.

**Upgrade the Teaching Profession**

Nearly forty-five percent of the proposals have to do with reforming the teaching profession. For convenience, the proposals have been arranged in ten subcategories, recognizing that some proposals may not neatly fit into the subcategory in which they are placed and may comfortably fit into more than one subcategory.

Approaches to teacher recruitment are addressed in several proposals. One approach is to make the teaching profession more attractive through better working conditions and increased rewards (specific salary issues are addressed in a later subcategory). The Minnesota Higher Education Coordinating Board (1985) and the Minnesota High Technology Council (1985) make proposals along this line.

Another approach is to provide financial help to would-be teachers. The Minnesota Association of Colleges for Teacher Education (1984) wants to support talented students with scholarships and with specific funds dedicated to helping minority students prepare for teaching. Loan forgiveness is suggested by the same group and supported as well by Minnesota Wellspring and the High Technology Council. Loan forgiveness could be used, in their view, as a way of encouraging people to train for areas in which there are teacher shortages, such as math and science teachers for jobs in outstate Minnesota. However, the Higher Education Coordinating Board (HECB) recommends that the state not establish special financial aid programs to recruit students to teaching. They see such programs as an ineffective way to attract potential students.

Teacher preparation is a subcategory rich in proposals. The Governor's Commission and the High Technology Council propose that entrance requirements be upgraded and increased, while the HECB wants teacher education programs to admit students to the upper division professional sequence only after they have demonstrated competencies in verbal communication and mathematical reasoning. Teacher education curriculum is the focus of proposals by the HECB, who want to see a special task force created to recommend curricular changes and perhaps the inclusion of specific legislatively mandated courses; the Minnesota Association of Colleges for Teacher Education (1984) wants to see a balanced curriculum maintained which includes a quality liberal arts component, while the High Technology Council proposes that coursework and graduation requirements for math and science teachers be increased. The Minnesota Association of Colleges for Teacher Education (MACTE) would like the state to allocate research and development monies for the study of programs that will improve teacher education and for funds to support the continuing professional development of teachers. In addition, the MACTE wants teacher preparation institutions to continually monitor the basic academic skills of their students.

A number of proposals fall under the general classification of teacher evaluation. One issue, which has achieved national attention and has been addressed in many states, is that of teacher competency testing. Three Minnesota proposals address the issue of testing the teachers. The Governor's Commission favors a test of general knowledge and skills at the end of the teacher training program, while the DFL group wants teachers

themselves to develop a test to be taken in the subject area of licensure. The HECB favors criterion-referenced tests of subject knowledge in one's teaching field, plus the requirement that beginning teachers demonstrate competency in the classroom in order to qualify for a continuing license.

Besides the issue of testing, the HECB proposes developing specific outcomes and outcome measures to be used in the evaluation of individual programs. The Minnesota Education Association (MEA) sets forth a number of criteria to be used for teacher evaluation, while the MACTE wants to see the evaluation of teacher candidates continue through the present institutional and program approval procedures. The MACTE also favors creation of a task force to review, assess, and make recommendations concerning current tests and other measures of teacher knowledge and skills as well as more research to identify teacher effectiveness. The Governor's Commission wants a general upgrading of the evaluation process by involving a wide-ranging committee to interact regularly with the teaching staff.

In the area of <u>teacher licensure</u> there are proposals both general and specific. The Governor's Commission suggests an upgrading of recertification standards while the DFL group directs the Board of Teaching to review its current rules on certification and licensure renewal. The HECB favors the development of personal professional development plans to link school priorities to licensure renewal while retaining flexibility for teachers. The Minnesota Business Partnership restructures present licensure and preparation for teaching in order to enable teachers to implement the Partnership's mastery learning approaches. Finally, the MEA offers several specific recommendations linking licensure with various other factors, such as a student screening process and changing school districts.

A controversial issue that has achieved attention from a number of states is the topic of <u>alternative licensure</u> for those entering the teaching profession from other fields. The MACTE follows a cautious path in recommending that efforts to license teachers outside the present approval process be discouraged until research findings point to adequate alternate procedures. On the other hand, the HECB wants to see at least one pilot program in teacher education for graduates who have proven talents in other careers. The High Technology Council favors a short-term certification program for those already holding degrees in math and science. The Governor's Commission goes futher and recommends alternative licensure through an internship program for non-education graduates. The DFL group would like to see community members with a particular expertise share it with students in the classroom. Public School Incentives questions the quality of traditional teacher education programs and recommends exploring alternate paths into teaching.

Teacher development, including both in-service training and continuing education, is an area much focused upon in the proposals. The Council on Quality Education favors comprehensive staff development which would improve instructional effectiveness, and the DFL group wants local districts to develop their own plans for staff development. Governor Perpich and the State Senate bill follow this tack in giving each district the flexibility and funding to determine its own programs. In terms of development in specific curricular areas, the Alliance for Science wants to assist teachers in the instruction of elementary and secondary science and math, the Governor's Commission favors in-service training for elementary school science teachers, and the High Technology Council proposes a continuing education program for K-12 science teachers. Finally, the areas of teacher mentorship and collegial coaching are addressed by the HECB, MEA, and the Council on Quality Education.

Yet another area in the teaching profession that has elicited visible reform efforts in several states is that of differentiated career paths. In the Minnesota debate, proposals range from favoring career ladder programs (the DFL group and Governor's Commission) to those favoring a more extensive reorganization of the teaching profession within the schools (Minnesota Business Partnership) to those supporting options for teachers outside the traditional school setting as well as within the classroom (Public School Incentives).

Closely associated with the issue of career paths is that of teacher salary. Even though no specific dollar figures are mentioned, there appears to be some concensus that salary increases are in order in view of added responsibilities (Business Partnership), in order to attract and retain talented persons (MACTE), and to increase teacher morale (Governor's Commission). In addition, the High Technology Council favors increasing the average starting salary for math and science teachers 10 to 20 percent in order to be competitive with the private sector. Although the issue of salary is not discussed in the Minnesota Education Association's 1984 report, the MEA subsequently asked for a 50 percent increase in the starting salary for teachers.

A variety of proposals having to do with contractual issues are grouped together and include several proposals from the MEA on topics such as teacher preparation time, the Public Employment Labor Relations Act, and statewide bargaining. Other proposals call for written job descriptions for teachers (Governor's Commission) and the modification of teacher seniority laws so that program needs are taken into account in determining the order in which teachers are laid off or rehired (Business Partnership).

One final subcategory looks to the near future in which there are projected teacher shortages. The Alliance for Science offers a number of specific steps that should be taken to address the coming shortage of teachers in the areas of math and science. The

Business Partnership recommends the establishment of a student loan assumption program and a teacher salary bonus program to help meet teacher shortages in critical subject or geographic areas.

**Reform Administrative and Support Staff**

In contrast with the volume of proposals dealing with the teaching profession and institutional arrangements, materials on administrative and support staff are miniscule.

Several proposals try to assure that school district and administrative personnel are adaptable to change. The Minnesota Business Partnership proposes to remove tenure from administrative positions in order to give districts more flexibility in assigning personnel. The governor's Policy Development Program advocates training administrators in the process and procedures of planning for change, and the DFL group proposes a regionally-based program to provide assistance to school district management in the use of technology. The Governor's Commission recommends additional training opportunities for administrators on the proper discharge of teaching staff.

Beyond these proposals the Minnesota Education Assocation has several things to say about the process of teacher evaluations and about the use of school support personnel. They suggest, for example, that all non-instructional duties should be performed by persons other than the teacher. The Governor's Commission is also in favor of the use of paraprofessionals and volunteers to assist teachers.

**Assist Underserved Populations**

There are a few proposals that deal with special needs of unserved or underserved students. The Council on Quality Education has several specific suggestions in its recommendation to eliminate the achievement gap by addressing the needs of underserved students, especially minorities and rural learners. The Governor's Commission recommends assistance for three types of underserved students: those with learning difficulties, those handicapped or disabled, and those gifted and talented. In addition, the DFL group proposes an increase in funding for gifted students.

**Improve School Environment**

The Governor's Commission and the Minnesota Education Association each have proposals designed to upgrade the overall school environment. The Governor's Commission suggests that each school develop a "code of conduct" which would clearly define certain expectations in different areas such as student attendance and homework.

The MEA has some specific expectations regarding school facilities; for example, that they be safe from environmental hazards and have access for the handicapped.

Class size is an issue in two proposals. The Governor's Commission wants grades K-3 not to exceed twenty students per teacher, while the MEA sets forth specific maximum limits for K-12 class sizes (for example, K-3 should be limited to fifteen students per teacher).

**Restructure Institutional Arrangements**

The issue of institutional arrangements, or structural reform is, perhaps, the most visible focus of reform recommendations. Two basic types of restructuring are proposed: school-based (or school site) management and parental and student choice (often referred to as "voucher" proposals).

School-based management may be defined as the process of returning the responsibility for decisions about curriculum, instruction, budget, and personnel to the individual school. It is part of an effort to decentralize the decision-making process and empower those at the local level who are directly affected by the decisions. The Minnesota Business Partnership, the Citizens League (1982), and Public School Incentives all have proposals recommending school-based management. The call for school-based management grows out of "school effectiveness" research. The Minnesota Department of Education (1984) discusses the characteristics of effective schools and has encouraged local districts to apply this research.

Undoubtedly, the most controversial school reform proposals are those allowing students (or their parents) to choose the school they wish to attend and take state aid with them to the school of their choice. These "voucher system" proposals fall into two groups: those that allow choices only among competing public schools and those that expand the choice to private schools, and in some instances private business and community providers, as well.

Into the first group fall the proposals of Governor Perpich, the State Senate's "Access to Excellence" bill, and the DFL group. Perpich recommends that beginning in the 1986-87 school year, students in the eleventh and twelfth grades be allowed to choose which public education program best serves their needs and interests, and by the 1988-89 school year, that all families be able to select the public school their children wish to attend. The Senate's bill proposal places the governor's plan in a legislative context and adds relevant details and cost figures. The DFL group, on the other hand, does not go as far as the governor's proposal or the Senate bill. They recommend establishing a "structural partnership task force" to recommend curricular alternatives to regular

programs for eleventh and twelfth grade students. (It should be noted, however, that the senate members of the DFL group also cosponsored the subsequent "Access to Excellence" bill which appeared the month following the DFL plan.)

Voucher plans that go beyond the public school arena include the Citizens League, the Minnesota Business Partnership, and two legislative proposals. The earliest (and still perhaps the most influential) proposal came from the Citizens League in 1982. They recommend that public education dollars follow parents' choices about which schools (public or private) or educational services should be used. Mention should also be made of the work and influence of St. Paul author and school-reformer Joe Nathan, whose 1983 book Free to Teach outlined a program of parental and student choice. Nathan is working in Minnesota with Public School Incentives and nationally with the National Governors Association to try and achieve school reform. Another influential voice in the restructuring debate is that of Ted Kolderie, project director of the Public Services Redesign Project, who proposes disengagement from the present hierarchical school system and the creation of incentives (such as parental and student choice of schools) for school improvement.

A bill authored by Representative John Brandl (1983) seeks to establish a program for lower income pupils to select the school they want to attend from among public and nonpublic schools participating in the program. And Senator Florian Chmielewski (1983 and 1985) resubmitted a revised form of his 1983 "Demonstration Educational Grant Act" which proposed creating a demonstration grant program for elementary students who would be allowed a designated amount of money to be spent at a participating public or nonpublic school within a particular district. His 1985 bill, the "Education Choice Act of 1985" proposes a demonstration voucher program operated by a governor-appointed Education Voucher Board and is extended to any Minnesota pupil who is eligible to attend a school (public or nonpublic) in one of up to eight demonstration areas.

Finally, the Minnesota Business Partnership, in their much-publicized recommendation to realign Minnesota's elementary and secondary schools, proposes that eleventh and twelfth grade students be eligible to receive a stipend for two years of state subsidized education from an accredited public or private provider.

In addition to these two basic types of restructuring, there are additional proposals dealing with "model schools" and some other related topics grouped under the subcategory of "educational management" which touch upon the issue of restructuring schools.

The governor's Policy Development Program puts forward several proposals concerning model schools. Model schools are seen as attempts to achieve breakthroughs in learning by restructuring schools through the piloting of innovative practices and new

designs. The Policy Development Program wants to establish regional magnet schools of excellence in priority curricular areas such as math, sciences, foreign languages and the arts. They call specifically for a state school for the arts, a call echoed by Governor Perpich's plan.

The Policy Development Program also proposes the establishment of a progressive education model site that will rely extensively upon technology and will use the entire community as a classroom. The Business Partnership, as part of its emphasis on mastery learning, wants to see mastery learning demonstration schools established and mastery learning institutes created.

Educational management is a subcategory into which several disparate proposals are lumped, and are related only on a very general level. For example, the Business Partnership--again consistent with its emphasis on mastery learning--wants to see the establishment of state administrative mechanisms that will support and administer the change to a restructured mastery learning system. The Governor's Commission proposes additional training opportunities for principals and teachers in management and teaching technologies, while Governor Perpich suggests management assistance programs that will assist local districts in curriculum, staff development, and energy conservation. The Council on Quality Education advocates restructuring the traditional school calendar, while the Governor's Commission wants to maintain the current school day and year without significant increase.

**Establish Public-Private Partnerships**

Partnership arrangements generally refer to alliances between public schools and private businesses, in which business offers its resources and expertise to the school, and benefits by its ability to influence the kind of knowledge and skills potential employees bring to the workplace.

The DFL group proposes two partnership arrangements: businesses are urged to provide release time for employees serving on school boards and district advisory committees, and a "business incentive matching program" is suggested that would encourage business participation in education. The Governor's Commission has several proposals that would foster business/education partnerships, Minnesota Wellspring encourages more partnership arrangements, and the Minnesota Alliance for Science wants to design an "exchange network" to match teachers who need resources with individuals and groups who want to provide them. The Education Council of the Greater Minneapolis Chamber of Commerce has commissioned a report (Hill and Knowlton 1984) concerned solely with business/education partnerships as a way of improving public education.

The Minnesota Academic Excellence Foundation (1984), although it makes no specific reform proposals, was created to promote academic excellence in public schools through a public-private partnership, by encouraging and stimulating excellence in learning and by publicly recognizing the performance, achievement, and contributions of students, staff, and community members who encourage excellence in learning.

**Alter Financial Arrangements**

Although nearly all of the reform proposals involve financial arrangements of one sort or another, there are a few specific proposals in which funding is paramount.

The most controversial proposal is Governor Perpich's plan to realign the state-local fiscal system. The governor wants state government to assume responsibility for the 23.5 mill local school levy (basic foundation aid program), offsetting the impact of this on the state budget by transferring responsibility for property tax relief programs to local governments. This amounts to a tradeoff of about $725 million, but there would be no net change in either the state or local funding shares for schools. In effect, the governor's proposal is a clarification and simplification of state-local relationships, but not a major change in financial responsibility.

In addition to this proposal, the governor's Policy Development Program has requested additional funding for the Council on Quality Education's study of alternative educational practices and, in separate proposals, requests funding for "low cost strategies" (such as improving teacher training) and "higher cost strategies" (such as raising teacher salaries).

Finally, the Minnesota Business Partnership suggests the creation of an educational investment fund to defray the cost of the transition to their proposed restructured school system.

**Conduct Research and Development**

A number of research and development ideas have been proposed, most of which are listed in the preceding categories. However, three more general proposals should be noted.

The DFL group proposes legislative appropriations to fund the research and development projects identified by a statewide task force. The Governor's Commission wants additional funding for research and development in identifying and addressing local needs. The MEA wants teachers to define and identify research needs in public education, with the state funding the research and implementation of the results.

* * * * *

Although not fitting into the more detailed reform proposal format used here, mention should be made of a recently-issued brochure entitled "The 6-M Perspective: Visionary and Workable Criteria for Public Education Policy in Minnesota" (1986), consisting of recommendations jointly adopted by the Minnesota Association of School Administrators, the Minnesota Association of Secondary School Principals, the Minnesota Education Association, the Minnesota Federation of Teachers, the Minnesota Elementary School Principals Association, and the Minnesota School Boards Association. The 6-M organizations have formed a coalition to "provide positive leadership in directing Minnesota's energies, resources, and talents toward improving public elementary and secondary education."

## LEGISLATIVE UPDATE

The 1985 legislative session engaged in considerable debate over various proposed educational reforms, although in the public eye the debate was dominated by the governor's "access to excellence" proposals. Here is a brief look at some of the legislation passed in the Education Finance Omnibus Bill (1985) during the special session in June. There are three different kinds of changes that will be discussed: "access to excellence" legislation, student learning and testing legislation, and legislation relating to the teaching profession.

Perhaps as a result of the legislature's interest in reform, the basic per pupil foundation aid allowance was increased from $1,475 for the 1984-85 school year to $1,585 (+7.5 percent) for 1985-86, and to $1,690 (+6.6 percent) for 1986-87. This was the first substantial increase in K-12 funding during the 1980s, and was enacted despite the legislature's strong interest in tax and spending limitations. As this publication goes to press, the 1986 legislature is in session and the future of educational funding is again in question.

### "Access to Excellence"

The "access to excellence" proposals from Governor Perpich traveled a rocky path through the legislature. At the outset of the 1985 legislative session, the governor's proposals, presented in a January 4th address to the Citizens League, were taken up by the state senate and transformed into a legislative bill (S.F. 666). Included were the "open enrollment" package, local programs and staff development aid, learner outcomes and testing, model programs and schools (minus the proposed state school for the arts), and management assistance for local school districts.

Although the ideas for these proposals were addressed in the final omnibus bill, all that remained of the much promoted "open enrollment" package when the legisation was passed was a provision regarding post-secondary schools educating high school students (the "Post-Secondary Enrollment Options Act"). In addition, the governor's original proposal for a state school for the arts was resurrected in the final bill ("Arts School and Resource Center").

The "Post-Secondary Enrollment Options Act" (Article 5, Section 1) is designed to promote rigorous academic pursuits and to provide a wider variety of options to high school pupils by encouraging and enabling them to enroll full-time or part-time in eligible post-secondary institutions. School districts are required to grant academic credit for courses and programs completed by the students and do not have the authority to approve

or reject a student's participation in the program. However, post-secondary institutions have the authority to set admission standards. Students do not have to pay for tuition, textbooks, materials, or fees. The Department of Education will reimburse the chosen post-secondary institution from the state foundation aid that would have otherwise gone to the school district. However, the districts are guaranteed foundation aid for the time the student spends in the high school classroom. The cost of transporting students to the post-secondary institutions can be reimbursed to pupils demonstrating financial need, based upon guidelines to be developed by the state board of education. $50,000 is appropriated for fiscal year (FY) 1986 for the transportation of pupils attending post-secondary institutions (Article 2, Sec. 15, Subd. 4).

In addition to allocating arts education aid and providing for a comprehensive arts planning program (Article 5, Section 2-5), the access to excellence legislation establishes the "Minnesota School of the Arts and Resource Center" (Article 5, Section 6-9). It establishes a board--consisting of fifteen persons appointed by the governor and approved by the Senate--which will be empowered to care for, manage and control the arts school and resource center. Beginning in the 1985-86 school year, the resource center will offer programs that are directed at improving arts education in elementary and secondary schools. A total of $491,000 is appropriated for FY 1986 and $2,170,000 for FY 1987.

**Student Learning and Testing**

In the area of student learning and testing, legislation was passed that approved several provisions. The "Mastery Learning Through Individualized Learning Plans Act" (Article 8, Section 38-42) establishes mastery learning programs for grades K-3 in reading through the use of individualized learning plans. Included in this provision is the requirement that the Commissioner of Education designate ten mastery learning demonstration sites by March 15, 1986. A total of $160,000 is appropriated for FY 1986 and $1,290,000 for FY 1987.

Another provision (Article 8, Section 11, Subdivision 3a) requires each school board to establish a process to assure individual pupil mastery in communications and mathematics. Among other requirements, the process must include procedures for implementation in grades K-12 beginning in the 1986-87 school year, and evaluation of progress toward mastery at least once in four grade groups--K-3, 4-6, 7-9, 10-12.

The Department of Education is directed to develop and maintain sets of model learner expectations for all grade levels in at least the core curriculum areas and these expectations shall be available for district use (Article 8, Section 15, Subdivision 9). In addition, the department shall consult with each of the public post-secondary institutions

and with the Higher Education Coordinating Board in developing model learner expectations for entrance into post-secondary institutions.

Additional tests shall be maintained by the department for at least three grade levels (Article 8, Section 14, Subdivision 5a). These tests shall be designed to measure the progress of individual pupils toward the core curriculum areas of communications, mathematics, science and social studies. The tests are to be available for district use as part of the local assessment program.

The issue of class size is addressed in Article 7, Section 29, in which the Department of Education is directed to conduct a study of the implications of reducing class sizes in grades K-3 to an optimum pupil-teacher ratio. In the following section, the department is directed to study programs designed to meet the developmental needs of young children. Included in this study will be full-day kindergarten, programs for four-year-old children, and child care needs of children ages 4 to 12.

Finally, aid for programs for gifted and talented students (Article 6, Section 5, Subdivision 3) is increased from $19 per student in the 1984-85 school year to the greater of $40 per student or $500 per district in the 1985-86 and subsequent school years. Total state expenditures will amount to $1,282,600 for FY 1986 and $1,395,000 for FY 1987. In addition, the department is directed to study and make recommendations on programs, policies, and planning for gifted and talented students (Article 6, Section 24).

**The Teaching Profession**

Legislation approved in 1985 that affects teachers may be divided into the areas of testing, evaluation, licensure, and teacher education. In Article 8, Section 46, the Board of Teaching is required to adopt by September 1, 1986 already validated examinations that will measure academic knowledge of new teachers in their field of licensure. Field testing of exams and periodic reports to the legislature are also required. In addition to an examination in their field of licensure, Article 8, Section 21, Subdivision 4 requires beginning teachers who are applying for initial licenses issued after April 4, 1988 (Section 66) to complete an examination of skills in reading, writing, and mathematics.

In the area of evaluation, Article 8, Section 48 requires the Board of Teaching to develop by July 1, 1986 a plan to evaluate the teaching skills of beginning teachers before a continuing license is issued. Also, school districts are encouraged to develop and adopt a written comprehensive plan for excellence in teaching and curriculum (Article 8, Section 23 & 24), as well as to implement programs of excellence in teaching and curriculum including staff development, in-service education, educational effectiveness, and mentor teachers.

The topic of teacher licensure is addressed in Article 7, Section 21 in which the Board of Teaching is allowed to grant provisional two-year teaching licenses in new fields or in fields in which a shortage of licensed teachers exists. Article 8, Section 25 states that districts may enter short-term, limited contracts with classroom teachers that will provide released time during the school day, additional hours in a school day, or additional days or weeks of employment during the summer to offer services that respond to needs specified by the local school board. A selection committee of six members appointed by the board (with three positions reserved for classroom teachers) will be set up to consider and appoint teachers to these limited contracts. Finally, Article 8, Section 3 authorizes the Board of Teaching to allow school districts to hire non-licensed community experts to teach in the public schools on a limited basis.

Teacher education was addressed in several pieces of legislation. The "Research, Planning, and Development Act" (Article 8, Section 26 & 27) requires the Board of Teaching to award at least three grants to public post-secondary institutions to develop exemplary teacher education programs to be conducted jointly with one or more school districts. $150,000 for FY 1986 and $150,000 for FY 1987 are appropriated for the exemplary teacher education programs.

Article 8, Section 43 requires the Higher Education Coordinating Board, in consultation with the Board of Teaching, to publish annual data on the characteristics of students admitted to and graduating from teacher education programs. In addition, in the Higher Education Omnibus Bill (Section 3, Subdivision 2), the HECB is appropriated $75,000 for each fiscal year to appoint a task force on teacher education programs (together with the Board of Teaching). The task force shall study and recommend changes in teacher education programs to meet contemporary and anticipated teaching conditions so that graduates are capable of being effective teachers.

## FINDER'S MATRIX

The matrix on the next two pages is designed to aid the reader in locating reform proposals in the catalogue that follows and in being able to trace what each of the eighteen organizations has proposed in all the subject areas presented in this catalogue. The numbers given are the page numbers in the catalogue where each specific proposal is presented.

## FINDER'S MATRIX

**Location of Proposal (page number)**

| Individual or Organization | Curriculum | Pedagogy | Student Testing | Teachers | Administrative and Support Staff | Special Populations |
|---|---|---|---|---|---|---|
| Rep. Brandl | | | | | | |
| Sen. Chmielewski | | | | | | |
| Citizens League | | | | | | |
| Governor's Comm. on Education for Economic Growth | 25,26,29, 30,33 | 35 | 43,44 | 49,57,59,63, 66,71,76,81, 83,84 | 88,90 | 91,92 |
| Hill and Knowlton | | | | | | |
| Minnesota Alliance for Science | 28,32 | | | 71,72,86 | | |
| Minnesota Assoc. of Colleges for Teacher Education | | | | 47,52,53,54, 55,59,60,64, 74,82 | | |
| Minnesota Business Partnership (Berman, Weiler) | 24,27 | 34,36 | 43 | 61,77,78,80, 85,87 | 88 | |
| Minnesota Council on Quality Education | 30,31 | 36 | | 67 | | 91 |
| Minnesota Education Association | 24,25,31, 33 | 37,38 | 44 | 58,63,64,70, 75,83,84,85 | 89 | |
| Minnesota Executive Branch Policy Development Program | | 35 | | | 89 | |
| Minnesota High Technology Council | | | | 48,49,51,65, 70,82 | | |
| Minnesota Higher Education Coordinating Board | | | | 46,48,50,51, 53,55,56,57, 60,62,65,69, 73,74 | | |
| Minnesota Senate Bill SF 666 | | | 41 | 69 | | |
| Minnesota Wellspring | 26 | 39 | | 48 | | |
| Sen. Pehler, et al. DFL Group | | 38 | 42 | 56,62,66,68, 76 | 89 | 93 |
| Gov. Rudy Perpich | | | 41 | 68 | | |
| Public School Incentives | | 39 | | 67,79 | | |

## FINDER'S MATRIX (continued)

### Location of Proposal (page number)

| Individual or Organization | School Environment | Institutional Arrangements | Partnership Arrangements | Financial Arrangements | Research & Development |
|---|---|---|---|---|---|
| Rep. Brandl | | 108 | | | |
| Sen. Chmielewski | | 109 | | | |
| Citizens League | | 99,106 | | | |
| Governor's Comm. on Education for Economic Growth | 94,95 | 98,110,113 | 116 | | 127 |
| Hill and Knowlton | | | 116 | | |
| Minnesota Alliance for Science | | | 118 | 124 | |
| Minnesota Assoc. of Colleges for Teacher Education | | | 117 | | |
| Minnesota Business Partnership (Berman, Weiler) | | 96,104,107, 111,112 | | 122 | |
| Minnesota Council on Quality Education | | 113 | | 125 | |
| Minnesota Education Association | 94,95 | 114,115 | | 121 | 128 |
| Minnesota Executive Branch Policy Development Program | | 96,98,101, 103 | | 122,123 | |
| Minnesota High Technology Council | | | | 125 | |
| Minnesota Higher Education Coordinating Board | | | | | |
| Minnesota Senate Bill SF 666 | | 102,105,111 | | | |
| Minnesota Wellspring | | | 119 | | |
| Sen. Pehler, et al. DFL Group | | 112 | 118 | | 127 |
| Gov. Rudy Perpich | | 102,105,110 | | 121 | |
| Public School Incentives | | 97,100,107, 114 | | | |

CATALOGUE OF PROPOSALS

## I. CURRICULUM

### 1. Master a Core Curriculum

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** All students should be expected to master a core program in communication, social studies, science and mathematics.

- Statements of expectations should be developed to set statewide standards for core area competencies that all Minnesota students should be expected to master in elementary and secondary schools.
- Expectations should be expressed as general competencies in each area, and these statements should list the major areas of knowledge and skills to be learned, with specifications of key content and abilities under each.
- Expectations should be written to emphasize higher order skills in each academic area.
- Expectations should be prepared and disseminated by the various sectors concerned with public education.

**BASIC PREMISES:**

- In the future, all citizens seeking a full and productive life will need to be able to acquire new and changing information and not just rely on facts memorized in school or on specific job skills.
- State expectations should accordingly be set to emphasize generalist and in-depth knowledge of subjects, rather than disconnected facts and formulas. (More specialized training and information would be available after the common school, in the third level of education.)

**COST IMPLICATIONS:** In a two-year process the cost assumption would add up to $1 million (in 1982 dollars).

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

### 2. Establish a Core Curriculum

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- There shall be a state core curriculum to meet student needs, with flexibility to allow for local enrichment.
- If a district doesn't meet the core curriculum, the State Department of Education shall put the district into receivership.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**3. Enforce Minimum Course Offerings**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** To ensure equal access, minimum course offerings shall be enforced for all students.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**4. Require Science, Math, and Language Arts Curriculum in Secondary Schools**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** At the secondary level, curriculum requirements should be supported in the area of mathematics, science, and language arts as follows:

- Science: Increase requirements at the junior high school level to 360 hours (the current requirement for language arts, mathematics, and social studies); increase requirements in three year senior high schools from zero to two years, in four year senior high schools from one year to three years.
- Mathematics: Increase requirements in three year senior high schools from zero to two years; in four year senior high schools from one year to three years.
- Language arts: Require that a minimum of 120 credit hours in a course meeting the language arts requirement contain work primarily in composition or written communication. Optimal class size is no more than twenty students per teacher.

**BASIC PREMISE:** The state should determine a minimal core of knowledge and require it mastered by every student (to better prepare the student for the workplace and the changing world).

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**5. Mandate Math, Science, Language Arts and Social Studies Time Allocations in Elementary Schools**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** In elementary schools, specific time allocations should be mandated (and not just recommended) for mathematics, science, language arts, and social studies; with the exception of providing more time for science studies, the recommendations of the State Department of Education should be followed.

**BASIC PREMISE:** A concentrated effort by this state (through its Department of Education) to define the needs in these four areas and provide guidance and testing materials to schools will create consistency throughout the state in the knowledge gained by all students.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**6. Require Greater Student Preparation in Major Curriculum Areas in High School and Post-Secondary Institutions**

**PROPOSING ORGANIZATION:** Minnesota Wellspring.

**PROPOSAL DESCRIPTION:** This should be encouraged by:

- Requiring all students in high school to take core subjects in major content areas such as mathematics, science, language, communications and the humanities while at the same time attempting to make available more course offerings in these subjects.
- Expanding the advanced placement program in high schools as an incentive for greater student achievement and preparation.
- Developing more cooperative arrangements between high schools and colleges and universities to allow high school students to enroll at community colleges or state universities for college credit.
- Encouraging colleges and universities not to grant college credit for remedial level courses.

**BASIC PREMISE:** Students must be encouraged to pursue more rigorous academic preparation.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Toward Excellence in Education, January 1985.

**7. Deregulate Course Requirements**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** State mandated course of study requirements should be deregulated at the secondary level, districts should decide on requirements for graduation, and schools should decide on course offerings.

- The state should eliminate mandated curriculum and course requirements at the secondary level, but retain the present length of school day and school year.
- State curriculum and course requirements should be retained for elementary schools.
- The state Board of Education should issue revised regulations concerning the above.

**BASIC PREMISES:**

- Rather than increase course requirements (as would many proposals), the reforms proposed here would free districts to set their own requirements in secondary school.
- Although student choice mechanisms will assure a well-rounded education for secondary students, these provisions are inappropriate for elementary schools.

**COST IMPLICATIONS:** Since the state Board of Education would develop and publish new regulations using available resources, and districts would revise graduation requirements using existing resources, there would be no added cost.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**8. Guarantee Student Choice of Electives**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Secondary school students should be guaranteed free electives that they can take either in their school or elsewhere.

- Districts would select required courses based on state expectations in core areas and local needs.
- Each secondary school would determine a menu of acceptable electives and certify acceptable outside providers.
- At least one course equivalent must be reserved for a student choice elective each semester from this menu, with certain types of instruction proscribed.
- School certification of providers must follow state guidelines.
- The state pays a prescribed amount to the provider for all courses taken outside the school.

**BASIC PREMISE:** The possibility is created for schools to develop magnet courses in areas they might want to require for their own students but might not otherwise be able to afford.

**COST IMPLICATIONS:** For each student taking a course from an outside provider, it is assumed that state and local expenditures would be reduced by 10 percent per pupil per course taken outside the school. Using a conservative assumption that about 17 percent of course-hours in grades 7-10 would be taken outside the public schools, the savings would range from $2.25 million (in 1982 dollars) in 1988 to $4.76 million in 1994.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**9. Create Awareness of Importance of Science and Mathematics**

**PROPOSING ORGANIZATION:** Minnesota Alliance for Science.

**PROPOSAL DESCRIPTION:** This task includes improving motivation and guidance of students toward careers requiring a background in science and technology, with special efforts at attracting and expanding opportunities for women and minorities. In order to deliver information to students, parents, teachers, counselors, administrators, school board members, and others who are participating in the decision-making process, there must be an organized, large-scale effort consisting of the following actions:

- Productions for mass media (i.e. advertisements).
- A letter to parents of eighth grade students which includes the below-mentioned brochure.
- A brochure informing the reader of required courses for entering a variety of career fields.
- Fostering the use of existing media.
- Participation in conventions in order to inform and interact with teachers of science and mathematics.
- Designing and conducting regional conferences to present alliance findings and action plans.

**BASIC PREMISES:**

- Many secondary school students do not take mathematics or science courses beyond minimum requirements.
- Student choices have far-reaching implications for them in relation to their future career alternatives, preparedness for citizen participation, and life satisfaction.
- Informed decisions about what courses to take cannot be made without adequate information about the consequences of those decisions.
- Where students have been given information causing them to rethink their choices, enrollments in mathematics and science courses increase.

**COST IMPLICATIONS:** The total cost for the six actions described above would be $164,415. This would be funded by the state.

**REFERENCE DOCUMENT:** Action for Excellence and Equity: A Comprehensive Plan to Improve Learning in Mathematics and Science, December 1984.

**10. Encourage Foreign Language and Computer Science Classes in Secondary Schools**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Foreign language classes, now available in all secondary schools, should be strongly encouraged for college-bound students. In addition, appropriate computer science courses should be provided for students at the secondary level.

**BASIC PREMISE:** This will help to improve the learning environment which will provide students with the resources, time, and incentives to gain competence and mastery in basic skill areas.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**11. Encourage Foreign Language Instruction in Elementary Schools**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** School districts should be encouraged to offer foreign language instruction at the elementary level by providing financial assistance for programs that meet curricular priorities or guidelines established by the state. This financial assistance should be provided by the state or solicited from the local community and businesses.

**BASIC PREMISE:** This will help to improve the learning environment which will allow teachers to structure innovative learning experiences and, in turn, will provide students with the resources, time, and incentives to gain competence and mastery in basic skill areas.

**COST IMPLICATIONS:** No specific figures mentioned in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**12. Develop Writing and Oral Communication Skills in Secondary Schools**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Increased use of essays and oral presentations in all classes at the secondary level will encourage continued development of writing and oral communication skills.

**BASIC PREMISE:** This will assist students in gaining competence and mastery in basic skill areas.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**13. Develop Student Communication Proficiency and Achievement**

**PROPOSING ORGANIZATION:** Minnesota Council on Quality Education.

**PROPOSAL DESCRIPTION:** To develop alternative program models that increase student communication proficiency and achievement through a comprehensive communication curriculum emphasizing reading, writing, speaking, listening, and technological, visual and non-verbal modes of communication and including a communication skills focus across all content areas.

- Program models to develop comprehensive, across the curriculum, communication proficiency programs will be designed to incorporate effective and higher level thinking skills.
- Proposals should consider curriculum materials that are multi-social, gender-fair, and cross cultural.
- Proposals may include language immersion programs for learning a world language; outside-the-classroom learning experiences which are outcome-based, and a fully integrated design emphasizing in early childhood and family education component.

**BASIC PREMISES:**

- Education in the U.S. traditionally has not taken a comprehensive approach to developing communication skills.
- In addition, communication proficiency is referred to in literature as a critical component to increasing the achievement of underserved groups.

**COST IMPLICATIONS:** $1.5 million for the 1986-87 biennium is recommended.

**REFERENCE DOCUMENT:** Council on Quality Education Report on Research and Development on Alternative Educational Structures and Practices, February 1985.

**14. Improve Higher Level Skills**

**PROPOSING ORGANIZATION:** Minnesota Council on Quality Education.

**PROPOSAL DESCRIPTION:** Alternative program models should be developed that improve students' higher level thinking, decision-making, and leadership skills.

- Program models in which secondary students participate in the development of education goals should consider opportunities for learning and exercising strategic planning skills, goal setting, needs assessment and evaluation techniques with teachers.

- Proposals may include experimental learning programs, multi-age grouping, lifelong and cross-generational learning programs, career development programs, exchange student programs, and programs in which students who have mastered a subject or skill have responsibility for leading other students in learning.

**BASIC PREMISE:** A goal of the educational process is to help students to develop a sense of responsibility for their own decisions in life; however, studies indicate that learning opportunites that increase higher level thinking skills are not common.

- According to the research, student's involvement in decisions with teachers about their individual and collective education instills a sense of direction over what and how they learn, thus promoting leadership in a context of decision making.

**COST IMPLICATIONS:** $500,000 for the 1986-87 biennium is recommended.

**REFERENCE DOCUMENT:** Council on Quality Education Report on Research and Development on Alternative Educational Structures and Practices, February 1985.

**15. Design Active Curriculum and Aim to Keep Students in School**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Curriculum shall be designed to educate students to be active participants in their own learning and in society. It shall be multicultural and gender fair. It shall include aesthetic appreciation, consumer education, and parenting education. It shall include learning to learn and learning the new basic skills as well as academic learning.

- The curriculum should be aimed at keeping students in school until they have successfully completed educational programs that meet their interests and abilities.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**16. Evaluate Current and Possible Curricular Criteria**

**PROPOSING ORGANIZATION:** Minnesota Alliance for Science.

**PROPOSAL DESCRIPTION:** Teachers in curriculum committees want to revise or select curricula that lead to high quality learning experiences for their students, but many committees do not have the time or the material and human resources to perform the necessary tasks. Therefore, to assist districts in making informed decisions, funding is needed to:

- Summarize published criteria for high quality curricula.
- Review appropriateness of existing curricular based on these criteria.
- Include criteria related to appropriateness for women and minorities.
- Identify gaps in existing curricula.
- Identify learning materials to fill in the gaps or produce specifications for needed materials; seek resources for development of needed materials.
- Share the results with teachers in summer institutes and seminars.
- Identify additional needs of school districts.
- Identify and train persons who can deliver needed services.

**BASIC PREMISES:**

- The Minnesota Legislature set a high priority on improved learning in mathematics, science and social studies for the years 1984-86.
- School districts do not have sufficient access to appropriate information or to persons who can lead the effort in a focused direction.
- Teachers, principals, and superintendents frequently request assistance from the Alliance.

**COST IMPLICATIONS:** Over a two year period the cost would be $97,000 in Year 1 and $102,000 in Year 2. Until Phases I and II are completed in Year 1, not all of the budget details of Phase III in Year 2 will be certain, and it is quite probable that a larger and costlier effort will be required for Year 2. In this event, the larger effort should be proposed to the National Science Foundation.

**REFERENCE DOCUMENT:** Action for Excellence and Equity: A Comprehensive Plan to Improve Learning in Mathematics and Science, December 1984.

**17. Review Curricula in Secondary Schools Frequently**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** In the secondary schools, review of curricula in language arts, science, mathematics, and social studies should occur on a rotating basis and often enough to assure that these courses are current and effective.

**BASIC PREMISE:** By creating a core of knowledge that is consistent throughout the state, the local schools and districts will be better able to determine and address needs specific to the students or area.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**18. Fund Experimental Curriculum Projects**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** There shall be state-funded research for experimental curriculum projects and money for the utilization of findings.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

## II. PEDAGOGY

### A. INSTRUCTIONAL METHODS

#### 1. Shift to a Mastery Learning Approach

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Elementary and secondary schools should be given incentives and assistance to shift instruction to mastery learning approaches.

- Districts would be encouraged but not required to implement mastery learning approaches in their schools. Incentives to districts for doing so would include state financial support for new categories of teachers and for staff development, and technical assistance in the planning process.
- State guidelines would be developed to specify the process of planning for the implementation of mastery learning systems.
- Secondary schools that wish to implement mastery learning systems would receive planning grants for forming a School Coordinating Council. Elementary and secondary schools that implement mastery learning would receive state funding for salary increments for lead teachers.
- School mastery learning plans would be approved by the school level governing board and by the district and would then be eligible for state support.
- Teachers would take the lead (with the help of outside experts) in developing models of mastery learning teaching processes and guidelines to help their colleagues develop their own approaches to mastery learning processes.

**BASIC PREMISES:**

- All mastery learning approaches assume that student ability is primarily a measure of how long it takes a student to learn, and how much and what kind of help is needed.
- Assume that virtually all students are capable of mastering the curriculum at a deep level of understanding, and are capable of learning higher-order skills in communication, mathematics and science.

**COST IMPLICATIONS:** The development of guidelines for mastery learning is assumed to be absorbed within existing state Department of Education budget.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**2. Develop Learner Outcome and Mastery Based Model**

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** The learner outcome and mastery based model should be fully developed, tested, and implemented in the schools. Learner outcomes are statements of specific knowledges or skills that students are expected to attain. Mastery based involves a method for assessing student progress toward attainment of the learner outcomes.

**BASIC PREMISE:** In general, these models will assist the student in seeing the sense of the educational program and will meet the needs of the student.

**COST IMPLICATIONS:** Learner outcomes and mastery based education can be incorporated into a number of institutional configurations. It is estimated that about $500,000 is necessary over a three year period for the Department of Education to develop the statements of learner outcomes, define tests and test use, and give at least preliminary training to school district staff.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

**3. Expand Learner Outcome Programs in Elementary Schools**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Current elementary school district programs that design and use learner outcome programs as the primary gauge to determine whether students should be promoted in mathematics, science, language arts and social studies courses should be expanded and should include plans for students whose achievements are below the required learner outcome levels.

**BASIC PREMISE:** Focused and specific requirements at the elementary level to emphasize learning in mathematics, science, language arts, and social studies will make each student's academic experience more intense and productive.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**4. Develop Learner Outcome Programs in Secondary Schools**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Specific learner outcome programs, which would include special learning opportunities and assistance for students who do not achieve the expected

results, should be developed for each course offering by the local secondary school district.

**BASIC PREMISE:** Focused and specific requirements at the secondary level to emphasize learning in core areas will make each student's academic experience more intense and productive.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**5. Require Individual Learning Programs**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** All schools should be required to maintain an Individual Learning Program for each student in all grade levels.

- The Individual Learning Programs (ILPs) would be maintained by teacher teams.
- The state would develop guidelines for ILPs, but not monitor compliance.
- Models for ILPs would be tested in demonstration schools before their full implementation in the fifth year of transition.

**BASIC PREMISE:** Teacher teams would maintain files on their students, and consult among themselves and with parents and district experts to help develop more knowledge of individual pupils than generally happens in the current system.

**COST IMPLICATIONS:** All development and training costs would be paid for under the budgets allocated for the mastery learning institutes and the demonstration schools; all school implementation costs are assumed to be absorbed by district and school budgets.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**6. Develop Alternative Program Models Based On Student Learning Plans**

**PROPOSING ORGANIZATION:** Minnesota Council on Quality Education.

**PROPOSAL DESCRIPTION:** Alternative program models should be developed that identify acceptable levels of learning based on student learning plans in each subject area in secondary schools and that provide adequate support for teachers so that students achieve these levels.

- In developing models to identify and achieve acceptable levels of learning for secondary students, a variety of methods of assessment, including non-traditional measures should be considered.

- Proposals should consider the increased time needed for teachers to manage the various components involved in developing student learning plans and consider alternatives for instructional management.

- Technological delivery systems and data-based management systems that allow teachers to experiment with methods of identifying and managing acceptable levels of learning may be considered.

- Proposals may consider use of paraprofessionals, differentiated staffing, technology, and extended time for planning and training.

**BASIC PREMISE:** While some students progress to enrichment activities, other students who need to reach acceptable levels of learning need instructional strategies that provide for readjustment and reassessment before achieving learning objectives.

**COST IMPLICATIONS:** $500,000 for the 1986-87 biennium is recommended.

**REFERENCE DOCUMENT:** Council on Quality Education Report on Research and Development on Alternative Educational Structures and Practices, February 1985.

**7. Create a Variety of Instructional Methods and Learning Tracks**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Different student learning styles shall be served through a variety of instructional methods and delivery systems managed through public education.

- Alternative learning tracks and alternative attendance times should be made available when necessary.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

## B. TECHNOLOGY

### 1. Establish Five Technology Integration Centers Throughout the State

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** Each center will maintain an educational courseware library in addition to various types of hardware. Three of the five sites will be mobile in order to provide better access in the rural areas of the state.

**BASIC PREMISE:** This will allow teachers an opportunity to experiment with various courseware packages to determine which package will best meet their classroom needs.

**COST IMPLICATIONS:** $1 million is allocated for the 1986-87 biennium.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

### 2. Use Technology Appropriately

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Technology shall be utilized as a teaching tool, not as a tool to replace teachers and not as a tool to replace teaching.
- Licensed teachers shall be present for the purpose of teaching when technology is being utilized.
- Teachers shall be involved in planning for the use of technology and for research on the educational programs.
- Copyright guarantees shall be developed for teacher-developed programs.
- The state shall fund research concerning the instructional use of technology for classroom teachers and also fund implementation of research findings.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**3. Recognize the Value and Potential Impact of Technology in the Schools**

**PROPOSING ORGANIZATION:** Minnesota Wellspring.

**PROPOSAL DESCRIPTION:** This should be achieved by:

- Encouraging school systems to set aside a portion of their budgets for research and development purposes, including innovative methods of teaching and learning.
- Establishing regional technology centers at various sites to continue efforts to apply technology to the teaching and learning environment.
- Revising and enhancing the funding formula for capital investment in schools including plans for purchase of technology equipment.

**BASIC PREMISE:** Student preparation, teacher training and curriculum offerings may be substantially upgraded by greater reliance on classroom technology.

**COST IMPLICATIONS:** With regard to the establishment of regional technology centers, forty centers at $250,000 each are envisioned in order to reach as many schools as possible. However, an initial pilot program of eight centers could be started at selected institutions. In addition to new appropriations, funds could be redirected from the 1983 Education Technology Act. An investment target of $20 million is envisioned.

**REFERENCE DOCUMENTS:** Toward Excellence in Education, January 1985; and Summary of Education Recommendations, 1985 (used for cost implications).

**4. Use Technology to Free Teachers and Personalize Education**

**PROPOSING ORGANIZATION:** Public School Incentives.

**PROPOSAL DESCRIPTION:** Technology--defined as the use of equipment, programs, and procedures that save human energy and labor--can be increasingly used in education (for example, record keeping systems, computer aided instruction, data based systems, and video discs).

**BASIC PREMISES:**

- Technology, if properly used, can increase learning dramatically.
- It can increase the productivity of teachers by freeing them to concentrate on higher level learning tasks with their students, and work and learn together with their students in a more cooperative and collaborative relationship.
- Technology makes possible the long sought after goal of educators to personalize education, to provide an individual learning program for each student according to learning styles and needs.
- Technology can also bring vast resources into remote learning sites.

**COST IMPLICATIONS:** None stated directly in document, although it is mentioned that the Minnesota Legislature has appropriated millions of dollars to help schools with technology.

**REFERENCE DOCUMENT:** Public School Incentives: Designs for Successful Public Schools.

## III. STUDENT TESTING

### 1. Create Learner Outcome Standards and a State Test

**PROPOSING ORGANIZATION:** The Office of the Governor.

**PROPOSAL DESCRIPTION:** The legislature will be asked to authorize the State Department of Education to develop:

- "Learner outcomes," standards which measure what a student should know at various levels of their education.
- A state test to measure whether a school is achieving the standards developed by the state, and which can be used by parents and teachers to assess the progress of individual students. Statewide testing will begin in the 1987-88 school year and the state will publish test results on a school-by-school basis.

**BASIC PREMISES:**

- The state must assure citizens that their tax dollars are being spent wisely.
- Parents will better understand what is expected of their children at various educational levels.
- Parents will be informed about which schools can better deliver programs to meet their children's needs.
- Through this evaluation process, public education in Minnesota will be dramatically improved.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Governor Rudy Perpich, "A Speech on Educational Policy to the Citizens League," outlining the Governor's "Access to Excellence" plan (January 1985).

### 2. Establish Learner Outcomes in Math, Reading, Science, and Social Studies and Begin Testing

**PROPOSING ORGANIZATION:** Minnesota State Senate.

**PROPOSAL DESCRIPTION:** In establishing a Minnesota model of outcome-based education and tests which will measure student progress, the following will be included:

- A statewide Planning, Evaluation, and Reporting (PER) Advisory Committee set up to advise the State Board of Education on provisions which include recommending areas for development of learner outcomes.
- A state model made for a personalized learning plan for every student, goals and learner outcomes for subject areas, and processes to help staff development and public participation.

- Learner outcomes in math, reading, science and social studies which will be written by June 30, 1986, with revisions every three years. Also included will be "higher order" skills such as problem solving and decision making.

- State tests of educational progress which will begin in the fall of 1987 in math, reading, science, and social studies, based on the learner outcomes.

**BASIC PREMISE:** This will allow for continued improvement of the educational program for all public school children in the state and allow for better evaluation of educational programs by local communities.

**COST IMPLICATIONS:** $2,450,000 in fiscal year 1986 and $2,450,000 in fiscal year 1987 will be appropriated.

**REFERENCE DOCUMENT:** Senators Nelson, et. al., Minnesota State Senate, "Access to Excellence," article three, S.F. 666 (February 1985).

**3. Establish a State Planning, Evaluation, and Reporting (PER) Committee and Develop a State Test**

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** To strengthen and evaluate K-12 education in Minnesota:

- A state committee based on the PER model should be established to develop educational goals on a state level. The state PER committee--comprised of teachers, who would be a majority of the membership, and also local PER committee representatives, parents, administrators, and businesspeople--would have the responsibility of developing learner expectations in core subject areas and would work with local PER committees to evaluate the strengths and weaknesses of local programs through the state assessment program and provide technical assistance and support to local PER committees.

- Following identification of learner expectations, the committee will develop a state test designed to measure them. The test will be given to all students in grades, 4, 8, and 11. The results of these tests are not to be used for the purpose of grade promotion and local districts will have the option to add to the test to evaluate the effectiveness of local curriculum.

**BASIC PREMISES:**

- Instructional improvement measures are successful only when staff, students, and the delivery system are completely integrated.

- The purpose of the test is to help all students meet the learner expectations. The aggregate test results will allow a district to measure the strengths and weaknesses of its programs, while the individual test results will allow parents and teachers to assess the progress of students in achieving the expectations.

**COST IMPLICATIONS:** $320,000 allocated for 1986-87 biennium.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

**4. Require State Tests**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** All students should take state examinations at the end of both elementary school, grade 6, and the common high school, grade 10.

- The state tests would measure a student's mastery of higher order, as well as basic skills, in core academic areas.
- The tests would be developed by state Department of Education staff in conjunction with teachers.
- The state would not specify passing levels for the tests, but districts could decide on passing levels as part of their own graduation requirements. The state would award an honors certificate to high scorers.
- Aggregated test scores by school would be published.

**BASIC PREMISE:** In the new education system, all students would be expected to achieve at a high level of competency, and low or mediocre averages for a school should provoke action by the community and by school-level boards.

**COST IMPLICATIONS:** In terms of test development, there would be an added cost of $2.1 million (in 1982 dollars) over three years; in terms of test administration, the total added cost would be $9 million.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**5. Mandate a Statewide Graduation Qualifying Test**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** A mandated statewide graduation qualifying test should be developed and implemented.

**BASIC PREMISE:** This will demonstrate achievement of minimum skill levels in mathematics, science, language arts, and social studies.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**6. Develop Student Mastery and Diagnostic/Prescriptive Testing Programs**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Development of statewide student mastery and diagnostic/prescriptive testing programs should be implemented at district option.

**BASIC PREMISES:**

- If the state commits its energy and resources mainly to the core subjects of mathematics, science, language arts, and social studies, then it should take the leading role in developing testing programs that will be used to evaluate mastery.
- Promotion from grade-to-grade should be based mainly on mastery, thus eliminating "social promotion."
- The state should provide means for diagnosing difficulties before they become major problems--thus, the call for development of diagnostic/prescriptive testing programs tied to the same subject areas.
- Both testing programs will provide a statewide data base and serve as a method to determine how students, schools, districts, and the state measure against others.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**7. Differentiate Between State-standardized Tests and Tests for Student Progress**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- State-standardized objective tests shall not be used for testing student progress.
- Locally constructed testing programs shall be for diagnostic use and/or curriculum improvement for specific courses.
- Student testing should measure learner outcomes and should include observation by teachers.
- Student testing should include measurement of such higher order skills as critical thinking and problem solving.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

## IV. TEACHERS

### A. TEACHER RECRUITMENT

#### 1. Attract Students to Careers in Teaching

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** Higher education leaders, including presidents and liberal arts and teacher education faculty, should seek ways to express the importance of teachers to society, make students aware of the positive rewards of teaching careers, and attract talented students into teaching.

**BASIC PREMISES:**

- A negative image of the teaching profession hinders recruitment among talented people.
- Teacher education never has achieved high esteem within the academic community.
- Too often, the critical importance of teachers in developing youth and the emotional and professional satisfaction of teaching are ignored--higher education has a responsibility to present a balanced picture to students as they form their occupational choices.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

#### 2. Increase Attractiveness of Teaching Careers

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The governor, legislature, state agencies, school districts, and teachers should continue efforts to increase the attractiveness of teaching careers to talented people through improvements in working conditions, professional relationships, and rewards.

**BASIC PREMISES:**

- People choose certain careers based on their perceptions of the value, esteem, and compensation offered in competing occupations--polls among teachers indicate growing dissatisfaction with these aspects of teaching.
- Widening opportunities for women, in particular, have diverted talented people into other fields in which the rewards seem greater--the same factors affect retention in teaching jobs.

- Reforms within the structure of teaching are needed to correct these conditions--changes within teacher education alone will have little impact if teaching careers are perceived to be unattractive.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**3. Provide Scholarships for Talented Students**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Teacher preparation institutions should be encouraged to support all talented and academically able students entering the teaching profession by providing scholarships for those students.

**BASIC PREMISE:** At the institutional level, it would seem that limited resources are available in the form of scholarship monies designated specifically for students entering teacher preparation programs.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report of the Minnesota Association of Colleges for Teacher Education Commission for Excellence in Teacher Education, January 1985.

**4. Institute Incentives to Attract Teachers, Especially from Minority Groups**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** The legislature should institute incentives designed to attract candidates into the teaching profession. Specific funds should be dedicated to supporting the pre-service education of minority students with academic potential as well as all students identified as talented and academically able.

**BASIC PREMISE:** Recent studies suggest that academically able college students may be reluctant to enter programs of teacher preparation.

**COST IMPLICATIONS:** $1.5 million is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission for Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

**5. Do Not Use Financial Aid for Recruiting Teachers**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The state should not establish special statewide programs of financial aid to recruit students to particular occupations, including teaching. State financial aid policies should continue to provide adequate assistance so that all students can attend the institutions and programs of their choice, regardless of financial circumstances. However, this is not meant to discourage efforts of individual institutions or private organizations to award financial aid specifically for teacher education students.

**BASIC PREMISE:** Financial aid programs have not proven to be an effective way to attract students into particular occupations, and they are cumbersome to administer.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**6. Forgive Student Loans of Science and Math Teachers in Outstate Areas**

**PROPOSING ORGANIZATION:** Minnesota High Technology Council.

**PROPOSAL DESCRIPTION:** Loans to college students who accept teaching positions in rural outstate areas could be forgiven at the rate of one-fifth to one-tenth of the total per year.

**BASIC PREMISE:** The shortage of science and math teachers is especially acute in outstate areas that are predominantly rural. Forgivable loans would provide an incentive for entry level teachers to accept outstate teaching positions.

**COST IMPLICATIONS:** State initiative required.

**REFERENCE DOCUMENT:** The One Percent Solution: A Key Investment In Minnesota's Future, February 1985.

**7. Attract Qualified and Talented Teachers and Retrain Existing Cadre**

**PROPOSING ORGANIZATION:** Minnesota Wellspring.

**PROPOSAL DESCRIPTION:** This should be achieved by:

- Committing additional resources (beginning in the 1985-87 biennium) to programs for pre-service and in-service training and retraining for elementary and secondary teachers; schools must design programs to meet the critical need for teacher training in the future.
- Designating an endowed chair at the University of Minnesota College of Education to explore innovative approaches to instruction.

- Establishing financial and other incentives for qualified and talented students to seek teaching as a career.

- Encouraging greater leadership from the business and local communities to promote the teaching profession.

**BASIC PREMISE:** Minnesota faces an imminent crisis in teacher supply during the next decade.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Toward Excellence in Education, January 1985.

## B. TEACHER PREPARATION

### 1. Upgrade Entrance Requirements

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Upgraded entrance requirements for teacher training programs at all colleges of education in Minnesota for those intending to join the ranks of teaching professionals should be implemented.

**BASIC PREMISES:**

- As working conditions and pay improve, the caliber of individuals entering the profession will also.

- The state must take a lead in upgrading standards for those who seek to teach.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

### 2. Increase Entry Qualifications for Teacher Education Programs

**PROPOSING ORGANIZATION:** Minnesota High Technology Council.

**PROPOSAL DESCRIPTION:** Various groups (HECB, MACTE, Board of Teaching) are currently studying this issue and will make recommendations to the legislature. These recommendations should be acted upon by the legislature.

**BASIC PREMISE:** Entry requirements for students seeking careers in teaching are generally lower than requirements for other degree programs. Education would be better served by requiring a higher average SAT/ACT score from teacher education program applicants.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The One Percent Solution: A Key Investment In Minnesota's Future, February 1985.

**3. Require Demonstrated Verbal and Mathematical Competency**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The Board of Teaching should develop rules to require teacher education programs to admit students to the upper division professional sequence only after they have demonstrated competencies in verbal communication and mathematical reasoning in an independent evaluation conducted as part of the program admissions process.

**BASIC PREMISES:**

- The performance of individual students is most critical to the state and should be most regulated when the graduate applies for licensure.
- It seems reasonable for teacher education programs to build their curriculum on the assumption that students previously have acquired the communications and mathematics skills necessary for upper division work in a research-based discipline.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**4. Name a Special Task Force on Curriculum Changes**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The Higher Education Coordinating Board should be authorized by the legislature to name a special task force to make recommendations to teacher education institutions on changes in the curriculum to reflect state priorities for learning, changing roles for teachers, and economic and social trends that will affect educational needs. The task force should include representatives of the Commissioner of Education and the Council on Quality Education, teacher educators, the Higher Education Coordinating Board, the Board of Teaching, principals, superintendents, school board members, teacher education candidates, recent graduates, and others with a broad perspective on innovations in education. The task force also should advise the Board of Teaching if existing rules should be revised to implement the recommendations.

**BASIC PREMISES:**

- The Board of Teaching needs to consider major changes in state educational goals in establishing standards for instructional and program approval.

- This recommendation would establish a needed link between school reform efforts and the teacher education curriculum.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**5. Allow Board of Teaching to Determine Use of Legislatively Mandated Courses**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The legislature should grant authority to the Board of Teaching to determine whether legislatively mandated courses for teachers should be included in pre-service programs or taken after initial licensure.

- This recommendation requests the legislature to communicate its priorities to higher education, the Board of Teaching and others but to avoid using legislation to structure the content and delivery of pre-service teacher education.

**BASIC PREMISES:**

- This recommendation (and those which follow) define the legislature's role in establishing a structure of accountability for achieving broad goals--specific curriculum and delivery choices to accomplish these goals should be delegated to appropriate agencies.

- Allowing the Board of Teaching authority to determine when legislatively required courses should be taken would reduce unnecessary constraints on undergraduate programs.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**6. Increase Graduation Requirements for Math and Science Teachers**

**PROPOSING ORGANIZATION:** Minnesota High Technology Council.

**PROPOSAL DESCRIPTION:** Coursework and graduation requirements in math and science should be equivalent to requirements for a B. S. degree.

**BASIC PREMISE:** This would better prepare the teacher and give the teacher equivalent status, more career options, and a justified claim for comparable annualized compensation.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The One Percent Solution: A Key Investment In Minnesota's Future, February 1985.

**7. Review Licensure to Assure a Quality Liberal Arts Component**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** The Minnesota Board of Teaching should continue to review all teacher licensure rules to insure the existence of a quality liberal arts component. Consideration should be given to integrating or reconfiguring teacher education programs in order to maintain a balanced curriculum.

**BASIC PREMISE:** In a couple of recent reports, strong emphasis is placed on the need for a quality liberal arts education for all bachelor degree recipients, regardless of major.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985.

**8. Establish a Task Force to Create a Common Database on Teacher Education Programs**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** A task force, funded by the legislature, and made up of representatives from the Minnesota Board of Teaching and MACTE, be established to identify elements such as academic aptitude and achievement which would serve to constitute a common database. The task force should recommend how appropriate data can be obtained and shared in a systematic, cost effective manner.

**BASIC PREMISE:** Typically, multiple data are reviewed in determining admission to a teacher education program.

**COST IMPLICATIONS:** $25,000 is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

**9. Monitor Student's Basic Academic Skills**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Minnesota teacher preparation institutions should continually monitor student's basic academic skills (reading, mathematics, speech,

writing) to insure appropriate levels of quality for teacher education candidates prior to recommendation for licensure.

**BASIC PREMISE:** Colleges and departments of education in approved institutions have established and maintained a process of periodic checks to monitor individual progress during the student's tenure in the teacher education program.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985.

**10. Insure Competent Faculty and Adequate Funding of Teacher Education Programs**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** Higher education leaders, including chief academic officers, should insure that the teacher education programs on their campuses are staffed with competent and creative faculty, are adequately funded, incorporate contemporary scholarships on teaching, and are consistent with changing educational needs and delivery in the schools.

**BASIC PREMISES:**

- The stimulus for educational excellence and innovation in teacher education must reside in the leadership of each campus approved to prepare teachers.
- The Board of Teaching should not unduly inhibit innovation but it cannot be expected to be the source of programs that exceed minimum state requirements--that responsibility rests with the faculty and administration of colleges and universities.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**11. Fund Research and Development of Improved Teacher Education**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Research and development monies should be allocated by the state of Minnesota for the cooperative study by classroom teachers and teacher educators of ways to improve teacher education. The categories for such research and development might include:

- Programs which reflect both new and strengthened roles and relationships of teacher educators with educators in K-12 schools.

- Programs funded to support explicitly different orientations towards teaching. Such programs would be designed to assist pre-service teachers to develop those attitudes and abilities which would enable them to approach teaching in a more experimental mode.

- Programs which develop variations in the way initial programs of teacher preparation can be extended substantively.

- Programs which explore alterations in the role of teaching, e.g. moving from the role of generalist to a role which would be more specialized and interdependent.

- Programs emphasizing the utilization of technology in teaching and learning.

- Programs emphasizing means of achieving global understanding.

- Programs designed to prepare teachers to function effectively in settings unique to urban and rural environments.

- Programs emphasizing the development of skills for self-directed, life-long learning.

**BASIC PREMISE:** Research on the teaching/learning process should focus both on earlier and continuing clinical experiences which permeate the entire curriculum and on more formalized and supervised internships or induction experiences which may extend beyond the four-year programs typically found in Minnesota institutions preparing teachers.

**COST IMPLICATIONS:** $500,000 is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

**12. Fund Continuing Professional Development of Teachers**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Funding should be appropriated by the State of Minnesota to support the continuing professional development of those responsible for the preparation of teachers.

**BASIC PREMISE:** New content in teacher education programs requires greater emphasis on faculty development.

**COST IMPLICATIONS:** $200,000 is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

**13. Select a Cadre of Outstanding Teachers to Work as Adjunct Clinical Professors**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Through collaborative efforts among teacher organizations, representatives of teacher preparation institutions, and the Minnesota Board of Teaching, a cadre of outstanding teachers should be identified to work as adjunct clinical professors with pre-service teacher education programs. These adjunct clinical professors would assume responsibilities beyond traditional supervisory roles in clinical settings.

**BASIC PREMISE:** Few institutions have college-school joint appointments. The interest in more cooperative endeavors between schools and colleges in preparing teachers in Minnesota has been well documented.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report of the MACTE Commission on Excellence in Teacher Education, January, 1985.

**14. Commission a Task Force to Identify Effective Mentoring**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** A task force, funded by the legislature, made up of representatives from the Minnesota Board of Teaching, teacher organizations, and teacher educators, should be commissioned to identify the competencies and experiences necessary for the effective mentoring of pre-service and first year teachers.

**BASIC PREMISE:** Specific goals for clinical experiences are required by the Minnesota Board of Teaching; these experiences must be planned and evaluated.

**COST IMPLICATIONS:** $25,000 is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

**15. Increase Efforts to Qualify Licensed Teachers for New Teaching Fields**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** Colleges should increase their efforts to provide flexible, individualized programs and/or assessment services to qualify licensed teachers for new teaching fields under the provisions of the Board of Teaching for such programs. The Minnesota Association of Colleges for Teacher Education (MACTE) should be requested to report on the provision and success of these programs in the fall of 1987.

**BASIC PREMISE:** It is in the interest of teachers in declining fields and in the interest of the state to benefit from the teaching knowledge of experienced teachers by enabling them to quality for new licenses.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

## C. TEACHER EVALUATION

### 1. Develop Specific Outcome Measures for Evaluation

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The Higher Education Coordinating Board should convene an appropriate panel of teacher educators to develop specific outcomes and outcome measures to recommend to the Board of Teaching for use in the evaluation and approval of individual programs.

**BASIC PREMISES:**

- This should stimulate teacher education and the Board of Teaching to identify the measurable results that teacher education purports to achieve.
- Outcome measures and standards for programs rather than the intent or procedures, should be the ultimate test of state approval.

**COST IMPLICATIONS:** Costs of a series of meetings of the proposed panel, together with necessary research on teacher effectiveness, might approximate $100,000 for fiscal year 1986, and an equal amount for fiscal year 1987.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

### 2. Test Beginning Teachers' Competence in Their Subject Area

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** This test would assess the beginning teacher's understanding of the subject area in which that person is seeking licensure.

**BASIC PREMISE:** A well-trained staff is central to providing quality educational services.

**COST IMPLICATIONS:** Funding would be provided in 1985 for test development and $200,000 would be allocated in the 1986-87 biennium.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

### 3. Test Teachers Prior to Granting Licensure

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** A means of testing successful completion of training before licensing candidates as teachers should be implemented.

**BASIC PREMISES:**

- As a proper closure to any training program, a test of general knowledge and skills should be administered.
- A concrete measure of knowledge gained, if not of the ability to teach, would be provided through testing.
- The public understands this type of accreditation and such a program could create additional support for education efforts or funding.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

### 4. Require Tests in Subject Areas for Licensure and Demonstrated Competency in Teaching

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The Board of Teaching should:

- Require applicants for an initial teaching license to meet specific standards on appropriate criterion-referenced tests of subject knowledge in the teaching field.
- Require beginning teachers to demonstrate competency in teaching according to statewide standards in order to qualify for a continuing license. Teacher preparation institutions should name a special task force to develop the criteria and methods to evaluate the classroom skills of teachers holding an initial license. Teacher preparation institutions should also train experienced teachers to conduct the evaluations.

**BASIC PREMISES:**

- This recommendation would establish an independent check on the outcomes of teacher education programs.
- Teacher knowledge of subject areas is readily accessed by available tests.

- On-site evaluation can be targeted more easily than pencil-and-paper testing on competent teaching performance, which is the ultimate goal of state licensing.

- This recommendation asserts the responsibility of the teaching profession to develop a usable definition of teaching competence.

**COST IMPLICATIONS:**

- Costs of administering existing tests of subject knowledge are estimated at approximately $50 per candidate. To test approximately 1,000 persons for licenses would cost $75,000. These costs could be paid by the state or recovered through applicant fees.

- Estimated costs for developing valid instruments and rating procedures is $150,000 for fiscal year 1986 and $200,000 for fiscal year 1987. After development, costs of training, on-site observations, and administration would be about $1 million per year.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**5. Create Regular Evaluations of All Teachers in Classrooms**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Evaluation of both probationary and nonprobationary teachers shall be done by the principal designated as the teacher's supervisor, using a procedure and criteria agreed to by the exclusive representative.

- Evaluation shall be done for the purpose of improving instruction.

- Evaluation shall be conducted using research-based principles of instruction, and the supervisory employee conducting the evaluation shall have been trained for that purpose.

- Evaluation shall be in writing and shall be conducted openly and with prior knowledge of the teacher.

- Probationary teachers shall be evaluated at least three times during the school year and nonprobationary teachers shall be evaluated on a regular basis. Each evaluation shall be for a full class period.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**6. Continue Institutional Evaluation of Teacher Candidates**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Systematic evaluation of teacher candidates through institutional and program approval procedures as promulgated in rule by the Minnesota Board of Teaching should be continued by institutions recommending candidates for licensure.

**BASIC PREMISE:** Each approved institution has submitted to the Minnesota Board of Teaching a detailed description of its teacher education program, including a description of the systematic procedures for the evaluation of the program which assure that all requirements for teacher licensure have been met by all persons recommended for teacher licensure.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report of the MACTE Commission on Excellence in Teacher Education, January, 1985.

**7. Upgrade Evaluation Process**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** The evaluation process currently in place in every school and district should be upgraded by involving a committee comprised of parents, peers, administrators, and others, as needed or required who interact with the teaching staff on a regular basis.

**BASIC PREMISES:**

- Evaluation should be an ongoing process that offers opportunity for feedback, assistance, and improvement from a number of different sources.
- This process uses the resources of the community and provides opportunity for increased interaction with and feedback to teachers; the committee can help by identifying minor difficulties and providing assistance before they become real problems.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**8. Monitor Trends in Persons Seeking to be Teachers**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The Higher Education Coordinating Board should request approved institutions to provide annual data on the academic achievement and other characteristics of students admitted to and graduating from teacher education programs. This information should be published by program groupings to monitor trends in the characteristics of persons seeking to enter the teaching profession.

**BASIC PREMISE:** This would make it easier for the state to know the ability levels and other traits of students admitted to teacher education programs and comparison of traits of admitted students and students who graduate also would provide information on attrition.

**COST IMPLICATIONS:** Costs of the identification and collection effort would be approximately $25,000 in fiscal year 1986.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**9. Create a Task Force to Assess Current Tests of Teacher Knowledge and Skills**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** A task force comprised of teacher educators and representatives from teacher organizations in the state should be authorized and funded by the legislature to review, assess, and make recommendations concerning current tests and other measures of teacher knowledge, skills and understandings.

**BASIC PREMISE:** There is agreement within the education community that a body of knowledge common to the teaching profession does exist, and that a candidate entering the teaching profession should be able to demonstrate a command of that knowledge.

**COST IMPLICATIONS:** $25,000 is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

**10. Fund Research to Identify Teacher Effectiveness**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Research and development monies should be allocated by the legislature to the Minnesota Board of Teaching in partnership with teacher preparation institutions to support research efforts to identify specific traits and abilities that correlate with teacher effectiveness.

**BASIC PREMISE:** Although considerable research has been generated recently regarding the teaching/learning process, further systematic research efforts translating those teaching/learning models into practice are needed, as well as experimental programs to test new teaching/learning models.

**COST IMPLICATIONS:** $400,000 is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

## D. TEACHER LICENSURE

### 1. Revise Teacher Licensing

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Teacher licensing and preparation for teaching should be revised.

- Teachers would obtain a bachelor's degree.
- Teacher candidates would enter a two-year professional preparation program; the first year would be training in pedagogy and additional substance, the second year would be practicum in special teaching schools.
- Candidates would have to pass a state teaching examination that tested them in subject matter and understanding of mastery learning approaches.
- Teachers would serve a three-year apprenticeship with a lead teacher, and would have to be successfully evaluated by a teacher assessment panel, before a lifetime license were issued.
- Schools of education would develop new graduate programs with state financial assistance.

**BASIC PREMISE:** The main thrust of the new teacher certification and licensing requirements is the preparation of new entering teachers to implement mastery learning approaches.

**COST IMPLICATIONS:**

- Planning grants to public post-secondary institutions for planning new two-year graduate programs for teacher candidates will cost $5 million (in 1982 dollars) in added costs from 1985-87.
- Scholarship program for teacher candidates entering two-year graduate programs will cost $22.5 million in added cost from 1987-94.
- State oversight agency coordinating development of teacher exams will cost $2.1 million from 1985-87.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**2. Require Board of Teaching to Review its Current Rules on Certification and Licensure Renewal**

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** The board will report its findings and make recommendations to the legislature. This study will include a review of the experiences currently being used to meet relicensure requirements. Recommendations should reflect the skill level of teachers which will be required to implement improvement initiatives.

**BASIC PREMISE:** As educational improvement initiatives are implemented, the level of expertise required of the professionals in the education field will be refined, and consequently, the state licensure rules for education professionals must reflect the level of expertise that is necessary.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

**3. Require Teachers to Develop Personal Professional Development Plans**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The Board of Teaching should require all teachers to develop personal professional development plans, linked to current and planned teaching responsibilities, in consultation with the appropriate school administrator and other teachers. During the first continuing license renewal, beginning teachers should be obligated to follow a specific plan of development. Subsequently, the plan should serve as a stimulus to thoughtful selection of renewal activities by experienced teachers.

- An alternative to this recommendation would be to reduce sharply the number of categories accepted for renewal and to strengthen regulations to relate renewal units directly to teaching responsibilities.

**BASIC PREMISE:** Under current rules, licensure renewal for teachers is divorced entirely from school and district needs. This recommendation links school priorities to licensure renewal but retains flexibility and individual choice for teachers.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**4. Upgrade Recertification Standards**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Recertification standards for teachers should be upgraded by requiring renewal units obtained primarily in the area of licensure.

- Standards should be established to define the percentage or number of units allowed outside the primary area of licensure.

**BASIC PREMISE:** This attention to the area of licensure is intended to ensure appropriate updating of knowledge and skills levels.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**5. Change Membership on the Board of Teaching**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** The Board of Teaching shall have a majority of its members from public school K-12 teaching staffs. In addition, from the post-secondary public education system, the Board shall have faculty representatives who currently are actively involved in the preparation of teachers.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**6. Establish Limits for Probationary Period**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** A teacher who has completed the three year probationary period will not have to go through an additional probationary period if he/she changes school districts.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

### 7. Screen Students Interested in Becoming Teachers

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** Criteria should be developed for screening students who wish to enter a college's teacher licensure program. Prospective licensees should go through the screening/approval process prior to the junior year.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

### 8. Create Accreditation of Teacher Training Programs

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** Accreditation of teacher preparation programs shall be through the National Council for Accreditation of Teacher Education (NCATE).

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

## E. ALTERNATIVE LICENSURE

### 1. Discourage Alternative Licensure

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Efforts to license teachers outside the program approval process presently operating in Minnesota should be discouraged until such time as research findings suggest alternate procedures which are likely to insure the continued quality of teachers in the state.

**BASIC PREMISE:** Some states are considering the implementation of alternatives to the approved program approach, intending by this means to attract academically able persons into the profession.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report of the MACTE Commission on Excellence in Teacher Education, January, 1985.

**2. Create a Pilot Program for Mid-Career Teacher Candidates**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The legislature should authorize and fund at least one pilot teacher education program designed for a limited number of college graduates who have proven their talents in other careeers. Such a program should involve significant partnerships between a collegiate institution, public or private, and one or more school districts. It should be targeted to specific teaching fields and should provide a shortened route to an initial license. The Higher Education Coordinating Board should select the program from among competing proposals. A broad-based external advisory committee to the HECB to include representatives of the Board of Teaching should be named to establish selection criteria and evaluate proposals. The Board of Teaching should conduct an independent evaluation of the program to determine its effectiveness and make recommendations on its permanent status.

**BASIC PREMISES:**

- Some of the most innovative developments in teacher education are proposals to increase the involvement of school districts in the preparation of new teachers.
- A special program for mid-career teaching candidates presumably would attract a few talented individuals to teaching who would not have undertaken a traditional program.

**COST IMPLICATIONS:** Costs associated with program development and implementation would approximate $110,000 for fiscal year 1986 and $110,000 for fiscal year 1987.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**3. Implement a Short-Term Certification Program for Science and Math Teachers**

**PROPOSING ORGANIZATION:** Minnesota High Technology Council.

**PROPOSAL DESCRIPTION:** Implement a short-term certification program for persons already holding degrees in math and the biological/physical sciences. If followed by a one-year paid internship, twelve to eighteen total semester credits in the areas of child development/psychology and teaching methodology ought to suffice.

**BASIC PREMISE:** This program would entice B.S./M.S. graduates in math and the physiological/physical sciences who are currently working in the private sector to go into teaching.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The One Percent Solution: A Key Investment In Minnesota's Future, February 1985.

**4. Allow "Community Experts" to Teach on a Limited Basis**

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** Persons in a community with a particular expertise would be allowed to assist the district in meeting special curriculum needs as well as offering enrichment experiences for students. This policy will also encourage public and private employers to provide opportunities for employees with an expertise to teach on a limited basis.

**BASIC PREMISE:** This is a response to the recognition that students have unique educational needs.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

**5. Create an Alternative Licensure Path Through Interships for Non-Education Graduates**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** There should be alternative licensure through use of an internship program for college graduates with other than education degrees.

- One possibility is an experimental one-year internship program where students who have graduated from liberal arts or other programs would learn the art of teaching through "hands-on" experience in a school classroom under the tutelage of an excellent teacher.

**BASIC PREMISES:**

- This experience will increase the time spent learning to teach by teaching, which is the most effective method.
- It will involve better use of talented teachers by asking them to share their experience and skills with those just entering the profession.
- Use of new teachers with this broader knowledge base might more effectively meet the needs of a changing society, workplace and classroom.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**6. Provide Alternate Paths into Teaching**

**PROPOSING ORGANIZATION:** Public School Incentives.

**PROPOSAL DESCRIPTION:** Whereas traditionally, teachers had to complete an approved teacher education program in a college or university before receiving certification to teach in the public schools, many questions have been raised about the quality of that preparation and the possibility of new paths into the profession. Several states are experimenting with new routes into the profession.

**BASIC PREMISES:**

- Concerned educators agree that the quality of university-based teacher education programs varies widely.
- In exploring alternate paths into teaching, schools have improved their ability to attract more able people into education, to provide more effective methods to develop high quality skills, to make better use of unusually effective teachers in the schools, and to increase cooperation between the school and its community.
- By validating their abilities and nurturing their interests, schools can attract and keep capable and creative teachers, thereby improving the climate for learning in public education.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Public School Incentives: Designs for Successful Public Schools.

## F. TEACHER DEVELOPMENT (in-service and continuing education)

**1. Develop Models for Comprehensive Staff Development**

**PROPOSING ORGANIZATION:** Minnesota Council on Quality Education.

**PROPOSAL DESCRIPTION:** Alternative program models should be developed for comprehensive staff development to improve instructional effectiveness.

- A comprehensive staff development program intended to improve staff performances and morale leading to increases in student's self-esteem and achievement and subsequently, improvements in the public perceptions of education will be addressed.
- Programs should consider inclusion of classified and licensed staff, administrative personnel, board members, community representatives and parents.
- Mentoring and collegial coaching may be utilized.
- Programs should relate to the educational goals of the school district community, be ongoing, and contain plans for long-term follow-ups to demonstrate effectiveness.

**BASIC PREMISES:**

- Competent instructional and administrative leaders are critical agents for the educational improvement process and staff development offers one of the most promising roads to the improvement of instruction.

- Research shows that instruction and comprehensive staff development are interrelated.

**COST IMPLICATIONS:** $500,000 for the 1986-87 biennium is recommended.

**REFERENCE DOCUMENT:** Council on Quality Education Report on Research and Development on Alternative Educational Structures and Practices, February 1985.

**2. Fund Staff Development Planning in All Districts**

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** Districts first must complete a plan for staff development, and each locally developed plan would address the integration of curricular and staff development efforts which are already in progress, along with any new initiatives of the district.

**BASIC PREMISES:**

- A well-trained teaching staff is central to providing quality educational services.

- An effort should be made to integrate the various 1983 and 1984 initiatives.

**COST IMPLICATIONS:** In 1985-86 funding would be available for districts to develop the plan. In 1986-87, a grant of $3 per student or a minimum of $3,000 per district would be available for implementation of the plan. Total cost for the 1986-87 biennium would be $3,150,000.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

**3. Increase Funding for Staff and Program Development**

**PROPOSING ORGANIZATION:** The Office of the Governor.

**PROPOSAL DESCRIPTION:** Increased state funds will be provided to local districts for staff and program development. Each district will have the flexibility to determine its own programs.

**BASIC PREMISES:**

- It is the state's role to set examples for improvement, but the choice to adopt change must be left to the local district.

- Local boards, administrators, and teachers must be trusted to know what is best for both their students and staff.

**COST IMPLICATIONS:** No specific amount is mentioned.

**REFERENCE DOCUMENT:** Governor Rudy Perpich, "A Speech on Educational Policy to the Citizens League," outlining the Governor's "Access to Excellence" plan (January 1985).

**4. Allocate Staff and Program Development Aid on a Per Pupil Basis**

**PROPOSING ORGANIZATION:** Minnesota State Senate.

**PROPOSAL DESCRIPTION:** Development aid will be allocated on a per pupil basis ($10.65 per pupil) and will be spent on program and staff development, parent and community involvement, experimental delivery systems and other means to develop excellence locally. In addition, each school board is encouraged to develop a plan for the use of these funds in cooperation with teachers and the local curriculum advisory committee.

**BASIC PREMISE:** It is intended to develop educational excellence on the local level.

**COST IMPLICATIONS:** $8.5 million in fiscal year 1987 will be appropriated.

**REFERENCE DOCUMENT:** Senators Nelson, et. al., Minnesota State Senate, "Access to Excellence," article two, S.F. 666 (February 1985).

**5. Encourage Sharing of Staff Development Programs**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The Board of Teaching should establish a program designed to ensure closer cooperation between the State Department of Education, school districts, Educational Cooperative Service Units (ECSUs), and teacher education departments through the sharing of programs of staff development. Such programs may include exchange of instructors between institutions of higher education and school districts.

**BASIC PREMISE:** Staff development is a need for teacher education faculty as well as for teachers.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**6. Create and Fund In-Service Courses for Staff Development**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- In-service courses shall be job embedded, teacher initiated and planned.
- In-service classes shall be provided throughout the contract year and through an extended school year. Students shall be dismissed while in-service classes are being conducted.
- In-service courses shall be funded by the state based on a plan approved locally by the exclusive teacher representative.
- There shall be a teacher center established in each of the state's sixty-seven senate districts and it shall be staffed by members of the exclusive teacher representative, utilizing post-secondary public institutions and funded by the state in a manner to increase school district cooperation. If a school district has more than one senate district, the teacher centers within that district will work cooperatively with each other.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**7. Pay for Continuing Education for Science Teachers**

**PROPOSING ORGANIZATION:** Minnesota High Technology Council.

**PROPOSAL DESCRIPTION:** This program would provide paid continuing education for 350 science teachers per year.

**BASIC PREMISE:** Studies indicate that too many current teachers feel ill-prepared to teach math, the sciences and higher order thinking skills. Because this is most evident in 4th to 6th grade teachers, this group should receive top priority.

**COST IMPLICATIONS:** $1.8 million for fiscal year 1986-87 biennium. Funds would come from the state, local districts and foundations.

**REFERENCE DOCUMENT:** The One Percent Solution: A Key Investment In Minnesota's Future, February 1985.

**8. Provide In-Service Training in Elementary Schools in Science**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** In elementary schools, scholarships, grants and funds for in-service training should be made available to teachers to foster renewed interest and updated skills in the area of science education.

**BASIC PREMISE:** This should provide teachers with the resources, time, and incentives to structure innovative learning experiences.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**9. Revise Science and Math Curriculum and Teaching Practices and Retrain Teachers in Grades 4, 5, and 6.**

**PROPOSING ORGANIZATION:** Minnesota Alliance for Science.

**PROPOSAL DESCRIPTION:** In focusing on teachers in grades four through six, and to reach all learners in grades four, five, and six with revised curricular content of science and mathematics and modified teaching practices within six years, the Alliance for Science proposes to:

- Identify and describe clearly the curricular changes to be made, with a focus on maintaining acquisition of skills and expanding the emphasis on problem-solving applications.
- Identify and describe clearly the necessary modifications in teaching practices with focus on increasing teacher competence in solving problems, leading students through problem solving and changing behavior which results in unconscious discrimination against women and minorities.
- Provide intensive renewal education for 1,800 selected teachers at the rate of 360 teachers per year for each of five years.

**BASIC PREMISES:**

- A great many elementary teachers have indicated that they feel ill prepared to teach mathematics and science and anxious when trying to do so. Therefore, they do not teach mathematics and science as frequently as is recommended.
- To improve teaching in mathematics and science will require a large scale, focused effort to help those teachers become more comfortable and proficient in teaching.
- Analyses of student performance data indicate that elementary learners do not, on the whole, understand enough about mathematics and science to apply the skills and principals they commit to memory.

**COST IMPLICATIONS:** The annual investment in this six-year program which is requested of the private sector begins at $158,000 in the first year and reaches $176,000 by the sixth year. The six-year total of $960,000 will be matched by public expenditures of approximately $8,972,280.

**REFERENCE DOCUMENT:** Action for Excellence and Equity: A Comprehensive Plan to Improve Learning in Mathematics and Science, December 1984.

**10. Retrain Secondary Teachers in Science and Math**

**PROPOSING ORGANIZATION:** Minnesota Alliance for Science.

**PROPOSAL DESCRIPTION:** Within the next two years, the Alliance for Science proposes to:

- Identify and obtain supplementary learning materials which are appropriate for junior high school learners in life, earth, and physical sciences.
- Collaborate with the Minnesota Science Teachers Association (MSTA) to provide summer institutes (1985) in nine different regional sites where junior high school science teachers will learn to use the materials and to change behavior which unconsciously discriminates against female and minority learners.
- Identify and obtain supplementary learning materials which are appropriate for junior high school learners in proportional reasoning, simple probability, and problem solving.
- Collaborate with the Minnesota Council of Teachers of Mathematics (MCTM) to provide summer institutes (1985) in nine regional sites where junior high school mathematics teachers will learn to use the materials and to change behavior which unconsciously discriminates against female and minority learners.
- Collaborate with MSTA in the fall of 1985 to plan a series of seminars for senior high school science teachers of biology, chemistry, and physics, with the objective of focusing on the need to shift emphasis from "cover the content" toward "problem solving" experience.
- Collaborate with MCTM in similar manner to focus on proportional reasoning, probability and problem solving.

**BASIC PREMISES:**

- There exists now a shortage of appropriate materials for junior high school learners.
- Senior high school teachers feel pressured to "cover the content," while many faculty in post secondary institutions prefer greater "problem solving" abilities.
- More appropriate learning materials need to be gotten into the hands of teachers in a way which leads to their being used in classrooms.

**COST IMPLICATIONS:** Total private investment over two years is $785,500. Total public investment over two years is $1,776,000.

**REFERENCE DOCUMENT:** Action for Excellence and Equity: A Comprehensive Plan to Improve Learning in Mathematics and Science, December 1984.

### 11. Review Teacher Education Requirements

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The Board of Teaching, with teacher preparing institutions, should review pre-service teacher education program requirements to determine if some components can be transferred to continuing education requirements for licensure renewal during the first years of teaching.

- If implemented, more room in the undergraduate curriculum could be left for further development of priority academic and teaching skills or introduction of emerging areas of knowledge.

**BASIC PREMISES:**

- Growth in the expectations for teachers and growth in the knowledge base for teacher education make it difficult to accommodate the ideal curriculum in a four-year baccalaureate degree.

- Extended programs are not now a general answer to the overcrowded curriculum because it is doubtful that sufficient numbers of students could be recruited given the existing rewards for beginning teachers.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

### 12. Fund Continuing Education for All Teachers

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** School districts should be encouraged to provide an average of three days per teacher per year in paid continuing education selected in consultation with teachers, and the legislature should amend state statutes to permit school districts to use state aids for up to three days to fund flexible continuing education activities including released time as an alternative to group in-service meetings on designated days.

**BASIC PREMISE:** This asserts that the state and school districts, as employers, have an obligation to maintain, update, and improve the skills of teachers.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

**13. Revise the Continuing Education Rule**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Through collaborative efforts by personnel from the State Department of Education, the Minnesota Board of Teaching, teacher organizations, teacher preparation institutions, and business and industry, the continuing education rule already in existence in the State of Minnesota should be revised to include specific procedures for the deliberate and structured induction of teacher education graduates into the profession, as well as consideration of a differentiated staffing plan for educators.

**BASIC PREMISE:** Extended preparation programs and more focused continuing education programs have been considered as options to attend to the increased demands upon teacher education programs.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985.

**14. Pay Outstanding Teachers to Train Beginning Teachers**

**PROPOSING ORGANIZATION:** Minnesota Higher Education Coordinating Board.

**PROPOSAL DESCRIPTION:** The legislature should establish a program through the State Department of Education in which highly competent teachers from within the district are selected and paid to help beginning teachers develop their teaching skills. Such teachers should be chosen jointly by the school district in consultation with its teaching staff and a teacher preparation institution, and should be named as adjunct faculty of the institution of higher education to assure benefits of both research and experience in teaching. The legislature should assure through statute that the selection process be based on demonstrated achievement as a teacher and not on seniority.

- This recommendation would treat the first year of teaching as an extension of the pre-service program delivered through school districts.

**BASIC PREMISES:**

- Undergraduate teacher education programs cannot be expected to prepare teachers fully for the demands of modern teaching jobs.
- This would expand the time spent learning to apply teaching skills in the classroom.
- This new assigned role for experienced teachers would be consistent with proposals to increase professional collaboration among teachers and with developing other advanced teaching functions in order to establish a career ladder within teaching.

**COST IMPLICATIONS:** Funding to implement the recommendation is estimated to be $100,000 for development of the program. The program could begin during the 1986-87

school year and costs for that year have been estimated at $5,000 per new teacher with about 1,000 new teachers hired that year.

**REFERENCE DOCUMENT:** Recommendations on State Policies for Teacher Education, January 1985.

### 15. Assign Mentors to Beginning Teachers

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- A probationary teacher shall have a nonprobationary teacher assigned as a mentor for the purpose of professional consultation. The mentor will work in cooperation with a public teacher preparation institution.
- A probationary teacher shall have a mentor for a minimum of two and a half hours per week, the time to be used for observation, conferencing and modeling.
- A nonprobationary teacher shall be mentor to no more than two probationary teachers during a school year and the time spent in mentorship shall be considered as student contact time.
- Teachers who mentor probationary teachers shall be volunteers.
- A school district will provide inservice workshops for its mentors.
- None of the material from the observation shall be written for the purpose of teacher evaluation and no teacher mentor can be subpoened to testify in a dismissal hearing.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

### 16. Create a System of Collegial Coaching

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Nonprobationary teachers shall observe their peers in an ongoing manner for the purpose of professional consultation.
- Any observation shall be followed by consultation.

- Nonprobationary teachers shall use no more than one-fifth of their student contact time for collegial coaching.
- Teachers in collegial coaching shall be volunteers.
- The school district will provide inservice workshops for the teachers involved in collegial coaching.
- None of the material from the observation shall be written for the purpose of teacher evaluation and no teacher who participates in collegial coaching can be subpoened for testimoney in a dismissal hearing.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

## G. CAREER PATHS

### 1. Expand the Instructional Improvement/Career Ladder Program

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** This is an expansion of the summer educational improvement program adopted in the 1984 legislative session. Funding will be provided to extend the work year and/or reduce the teaching load for selected staff. New responsibilities for these teachers may include such things as staff development, curriculum planning, mentorship for beginning teachers, and development of student learning plans with parents and other teachers.

**BASIC PREMISE:** This will provide an opportunity for local districts to recognize outstanding teachers and to more fully utilize their expertise.

**COST IMPLICATIONS:** The cost for the 1986-87 biennium would be $11.3 million.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

### 2. Develop Differentiated Career Paths for Teachers

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Local school districts should develop differentiated career paths or programs for teachers that provide opportunity for additional status, responsibility, participation in decision making, and increased pay levels.

**BASIC PREMISE:** Redefining roles for teachers can allow for the best use of talent, encourage professional growth and diversity, and prevent teachers from leaving teaching in order to advance professionally and receive adequate pay. In addition, salary must be tied to individual career programs.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

### 3. Organize Teacher Teams

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** All schools should be encouraged to organize their faculty into teacher teams which would:

- Be staffed with three different categories of teachers--lead teachers, teaching assistants or teaching aides, and adjunct teachers (refer to the following proposal description).
- Be responsible (at the secondary level) for educating a cohort of students that would stay with the team over the four-year period of its secondary school education.
- Be responsible for developing individual learning plans for students, for curriculum and instructional planning, and for classroom organization and management.
- Create and administer diagnostic tests at regular intervals to check on student progress and make necessary corrections to individual learning plans and to curriculum and instructional strategies.
- Develop detailed knowledge of student academic strengths and weaknesses and then take over counseling responsibilities from school level counselors--counseling would be provided at the district level.
- Be supervised by the principal.

**BASIC PREMISES:** The teacher team is a way to organize elementary and secondary school faculty to facilitate cooperation among teachers, improve school management, to better coordinate curriculum and to deepen the contact between teachers and students.

**COST IMPLICATIONS:** The new functions of teachers would require a significant investment in training and staff development--issues discussed under the heading, "support research, development and training network." As mastery learning and teaching teams phase in, 812 (FTE) school level counseling positions would be eliminated leading to a savings of $6.39 million (1982 dollars) in 1989 up to a savings of $25.59 million in 1994. Costs for district level counseling are assumed to be absorbed under the current budget.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**4. Create New Categories of Teachers**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Three categories of teachers--lead teacher, teaching assistant or aide, and adjunct teacher--should be added to the existing teaching force.

- Lead teachers would be chosen on the basis of ability and experience to head teacher teams and lead the profession in the implementation of mastery learning approaches.

- Teaching assistants or teaching aides would work under teachers and lead teachers as team members helping to implement mastery learning. They would work with individual students, administer diagnostic tests, perform classroom management tasks, and help introduce and manage computer technology.

- Adjunct teachers would be specialists from all walks of life who would lecture, help prepare curriculum materials, or work with individual students.

- Districts that chose to select and hire teachers for these positions and develop mastery learning systems would have all extra staff costs met by state funding, and receive technical assistance and planning grants.

**BASIC PREMISES:**

- For the implementation of mastery learning approaches, it is necessary to restructure teaching into a "team" approach whereby, at the secondary level, one lead teacher would head each teacher team that had three teachers and three teaching assistants. At the elementary level, lead teachers are budgeted as about 10 percent of the faculty for grades 4-6.

- The use of teaching assistants and aides will provide teachers with more time to attend to direct instructional duties.

**COST IMPLICATIONS:** Added costs (in 1982 dollars) as projected for the year 1988:

- Lead teachers in secondary schools = $5.16 million.

- Lead teachers in elementary schools = $4.10 million.

- Teaching assistants (secondary schools) = $10.14 million.

- Aides (elementary schools) = $13.79 million.

- Adjunct teachers = $1.0 million.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

### 5. Create New Career Options for Teachers

**PROPOSING ORGANIZATION:** Public School Incentives.

**PROPOSAL DESCRIPTION:** Creating new career options for teachers in which they are allowed to have additional responsibilities while retaining ties to the classroom.

**BASIC PREMISES:**

- Incentives will be created for excellent instructors to stay in teaching.
- As teachers are encouraged to use expertise and increase skills, staff morale and classroom instruction improve.
- Increased cooperation and more creative relationships between school and community agencies and businesses will occur.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Public School Incentives: Designs for Successful Public Schools.

### 6. Encourage Teachers to Form Legal Partnerships to Provide Educational Services

**PROPOSING ORGANIZATION:** Public School Incentives.

**PROPOSAL DESCRIPTION:** Groups of teaching professionals can form a legal partnership to provide educational services (e.g. writing and selling curriculum, teaching specialized subjects, working with students with special needs). The partnership may retain clients such as public school districts, private schools, private individuals, businesses, or textbook companies. The members of the partnership decide jointly on division of labor and income, and the addition of new members and services.

**BASIC PREMISES:**

- Teachers gain control over their own careers and can explore different options for professional, personal, and financial growth.
- Direct incentives will encourage members to maintain diverse skills and up-to-date expertise.
- Teacher partnerships can offer to public schools a direct and observable method of accountability.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Public School Incentives: Designs for Successful Public Schools.

### 7. Establish Loans for Teachers Starting Own Businesses

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Teachers who want to start their own business to provide educational services should be eligible for two years' assistance from a state fund set up to defray most interest charges on commercial loans.

- The fund will be available to former teachers displaced by the change to the new system.
- The state guarantees commercial loans, pays 10 percent of interest on loans for two years, and the maximum loan amount is $50,000 per year.
- Loans must be for the purpose of forming a company to provide eduational services.
- To support the creation of new job opportunities for teachers, the state creates a central information exchange that provides details of companies providing services, new companies being formed, and new school positions available, for each locality in the state.

**BASIC PREMISES:** Since teachers are being asked to make significant changes in their professional lives under the new system, and since the changes may eliminate some positions, the state should create a special program to provide financial and other support to teachers who leave the public schools and wish to set themselves up in business to provide private educational services in competition with other providers.

**COST IMPLICATIONS:**

- Assuming that 25 percent of secondary teachers in any given year after the reforms begin would leave the schools and, of this number, 25 percent would want to take advantage of the state program, the added cost would be, for example, $1.47 million (in 1982 dollars) in 1988.
- Administrative costs are assumed to be absorbed in existing budgets.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

## H. TEACHER SALARY

### 1. Provide for Teacher Salary Increases

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Teachers should receive cost of living salary increases plus additional increases in light of added responsibilities and higher licensing requirements.

- A state fund could be set aside for a one-time 20 percent lead teacher salary increase.

- A state fund could be set aside for teaching assistants, teaching aides and adjunct teachers.

- State funds provided to districts could be adjusted to allow for assumed levels of teacher salary increases.

- Teacher salary increases should anticipate cost of living raises. Teacher salaries should be raised across the board beyond the rate of inflation.

BASIC PREMISES:

- Since teachers in every category would have increased responsibilities under a mastery learning system, and they would have to learn new instructional techniques, change long-accepted practices, and take new professional risks, they should be compensated for this increase in professional status and responsibility.

- Mechanisms which depend on the state finance system can be devised to assure that salaries--which are determined locally--would be increased across the state.

**COST IMPLICATIONS:** The calculations shown in budget simulations assume the equivalent of average statewide cost of living increases to adjust for inflation, and the basic simulation assumes a 6 percent increase phased-in in 2 percent increments in 1987-88, 1990-91, and 1993-94.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**2. Create a Competitive Pay Scale for Teachers**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** There should be salary increases for education professionals to reflect income levels of other jobs or professions requiring similar education, training, and responsibility levels.

**BASIC PREMISE:** Competitive pay will increase the morale of teachers and improve the public image of the profession. In addition, salary increases are likely to draw talented students to teacher education and may encourage others considering career changes to enter the field.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

### 3. Improve Teacher Salaries

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** The State of Minnesota (governor, legislature, state agencies, school districts, and teacher organizations) should continue to work towards the improvement of teacher salaries.

**BASIC PREMISE:** Salary differentials among various careers play a definite role in recruiting and retaining talented persons.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report of the MACTE Commission for Excellence in Teacher Education, January 1985.

### 4. Increase Entry Level Compensation for Science and Math Teachers

**PROPOSING ORGANIZATION:** Minnesota High Technology Council.

**PROPOSAL DESCRIPTION:** Pay math and biological/physical science teachers an annualized salary comparable to that of the private sector, for at least the first several years.

**BASIC PREMISE:** Attracting the most able candidates into teaching is the highest priority. The average starting salary for math and biological/physical science teachers needs to be increased 10-20 percent to be competitive with the private sector.

**COST IMPLICATIONS:** State initiative required.

**REFERENCE DOCUMENT:** The One Percent Solution: A Key Investment In Minnesota's Future, February 1985.

### 5. Fund Supervisory Teaching Roles

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** Monies should be designated by the legislature to support the professional services of classroom teachers who supervise pre-clinical and clinical experiences.

**BASIC PREMISE:** The inadequacy of resources for collaborative involvement between schools and colleges in preparing teachers has been well documented.

**COST IMPLICATIONS:** $100,000 is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

**6. Increase Funding for Curricula Work in Secondary Schools**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** The state should offer increased funding to support teachers in secondary schools who prepare, revise, and analyze curricula.

**BASIC PREMISE:** The aim of increased funding is to assist or improve the Plan, Evaluate, Review (PER) process required by the Minnesota Department of Education.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

## I. CONTRACTUAL ISSUES

**1. Establish Equity in Teacher Contracts**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** Minnesota needs to establish equity in terms and conditions of employment for all teachers in the state, including: salary, fringe benefits, working conditions, such educational issues as academic freedom and other contract language items.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**2. Maintain PELRA (Public Employment Labor Relations Act)**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- PELRA should be maintained in its present form.

- The state needs to increase the number of mediators in the Bureau of Mediation Services (BMS) and to give more authority to mediators to bring involved parties to the table for resolution of issues.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

### 3. Offer Extended Teaching Contracts

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- School districts shall offer extended contracts to at least one-third of their teaching staffs, which will include but not be limited to the following purposes: 1) curriculum writing, 2) summer school teaching, and 3) staff development.
- Acceptance of extended contracts shall be voluntary.
- Pay on an extended contract shall be prorated to the regular contract.
- Extended contracts shall be rotated on an equitable basis to all qualified teachers in the bargaining unit who apply.
- Extended contracts shall be used in secondary vocational and post-secondary vocational education.
- Extended contracts should be used for staff development, such as attending classes in summer school.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

### 4. Develop Written Job Descriptions

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Each school district should develop written job descriptions defining the duties and responsibilities of the teaching professionals employed there and, in particular stressing instructional versus non-instructional tasks.

- Trained paraprofessionals, aides, and volunteers should be used to administer or monitor non-instructional activity.

**BASIC PREMISES:**

- A written job description is a further step in creating and maintaining a professional environment for teachers and supporting change and growth in the profession.

- Upgrading the teaching profession will make teaching a more interesting and acceptable career to the young who are making decisions about future career paths.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**5. Equalize Preparation Time**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Preparation time shall be equal in percentage amount for all teachers in preschool through grade 12.

- There shall be uninterrupted preparation time for teachers during the student day. Preparation time shall equal at least 37 percent of an eight-hour day, 28 percent of a seven-hour day, and 16 percent of a six-hour day.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**6. Modify Teacher Seniority Laws**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Teacher seniority laws should be modified to permit districts to take program needs into account in determining the order in which teachers are laid off or rehired.

- Districts would be allowed to deviate from laying off and reappointing teachers in order of seniority by demonstrating need for less senior personnel to teach a particular course of study.

- Districts would be deemed to have met the requirement to demonstrate need if a more senior teacher has not taught the course in question for five years or more, and a more junior teacher has more recent teaching experience in that area, except, if the senior teacher passes the appropriate teacher examination.

**BASIC PREMISES:**

- To reorganize teaching to support mastery learning and decentralize authority for curriculum and instruction to the school level, districts will need new flexibility in their ability to assign personnel.

- Educational program considerations should have a higher priority than seniority for personnel.

**COST IMPLICATIONS:** There are no incremental costs associated with this reform.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

## J. TEACHER SHORTAGES

### 1. Prepare for Teacher Shortages

**PROPOSING ORGANIZATION:** Minnesota Alliance for Science.

**PROPOSAL DESCRIPTION:** With the problem of a teacher shortage in mathematics and science looming in the near future, the following steps are proposed:

- Obtain from the Teachers Retirement Association data on the number of mathematics and science teachers who elect to retire early under the "rule of 85"; revise prior projections if the data indicate necessity to do so.

- Notify state policy makers of the revised projections and propose policies which should be considered for enactment.

- Assist local districts in resolving spot shortages incurred by distribution problems.

- Minimize the probability that local districts will be forced to hire improperly licensed teachers.

- Reduce the frequency of teachers assigned to teach out of the field of license for a portion of the day.

**BASIC PREMISE:** Although current projections and trends indicate that Minnesota is more likely to experience distribution problems in non-metropolitan districts before experiencing statewide teacher shortages in math and science, severe shortages may occur in the early 1990s.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Action for Excellence and Equity: A Comprehensive Plan to Improve Learning in Mathematics and Science (December 1984).

**2. Establish Critical Teacher Shortages Program**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Two new programs should be established to help meet shortages of teachers in critical subject or geographic areas.

- A student loan assumption program would assume up to $10,000 in student loans for teacher candidates in shortage area subjects, or teacher candidates who agree to teach in shortage geographic areas, in return for a five-year teaching commitment.

- A teacher salary bonus program would pay an extra $2,000 salary supplement to an average of 300 teachers for each of two years, for a total of 600 teachers in shortage areas.

- Critical teacher shortage areas would be defined by the Commissioner of Education as subject areas where inadequate supply of teachers is available, or geographic areas with unusual difficulty recruiting needed teachers.

**BASIC PREMISE:** The two new programs would be created to help the public schools compete successfully with business and industry for math and science graduates, to help increase the supply of teachers in other areas where shortages might develop, and to help assure an adequate supply of teachers in outstate districts that may have difficulty recruiting.

**COST IMPLICATIONS:**

- Student loan assumption program assumes up to $10,000 in student loans for 200 teachers per year, assumed at the rate of $2,000 per year for each of five years, beginning in 1987 with an added cost of $400,000 (in 1982 dollars); 1988 = $800,000; 1989 = $1.2 million; 1990 = $1.6 million; 1991-94 at $2 million per year = $8 million.

- Teacher stipend program provides $2,000 (inflation adjusted) bonus in shortage areas; total of 600 receive bonuses, 300 in 1986 and 30 in 1987, for each of five years. Total cost = $6 million.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

## V. ADMINISTRATIVE AND SUPPORT STAFF

### 1. Remove Administrator Tenure

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Administrator tenure laws should be modified to remove tenure from administrative positions.

- School district administrators would serve at the pleasure of districts, subject to due process rights to adequate notification of intention to dismiss.
- Administrators' seniority rights as teachers would not be affected, but their administrative period of employment would not count toward teacher seniority, with some exceptions.

**BASIC PREMISE:** To decentralize authority for curriculum and instruction to the school level, districts will need flexibility in their ability to assign personnel, and will need more authority to hold school site administrators accountable for school level decisions.

**COST IMPLICATIONS:** There are no incremental costs associated with this reform.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

### 2. Conduct Discharges of Teaching Staff with Due Process

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Additional training opportunities or requirements for administrators on proper discharge of teaching staff should be implemented.

- In cases where teachers' performance is inadequate, supervisors should first provide appropriate and intensive assistance.
- In cases where teachers must be dismissed, it is the duty of the school district to proceed in accordance with the due process outlined in state law.

**BASIC PREMISES:**

- As there is an obligation to remove ineffective teachers, training for appropriate staff in the required process is necessary to eliminate questions and avoid errors that defeat the effort.
- The remedy provided in law for dismissal of teachers should be applied as necessary and revised if found inadequate.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

### 3. Offer Training for Change

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** Training should be available for school district personnel in the process and procedure of planning for change.

**BASIC PREMISE:** "Change" is a very difficult goal to attain without opportunity for time and gaining of skills. Without guidance, most persons will tend to maintain a status quo.

**COST IMPLICATIONS:** Training of staff is expensive because of personnel costs. This recommendation would require at least $1 million annually in state supported costs.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

### 4. Use Technology for School District Management

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** A regionally based program designed to provide technical assistance and in-service opportunities for administrative staff in the use of technology for school district management.

**BASIC PREMISES:**

- The importance of effective leadership in the schools cannot be over-emphasized.
- Using technology as a management tool will relieve staff of administrative functions, leaving more time to act as educational leaders.

**COST IMPLICATIONS:** $350,000 is allocated for the 1986-87 biennium.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

### 5. Define Roles and Train Support Personnel

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- The principal shall be a building manager and education facilitator and shall not have seniority on the teacher seniority list.
- All non-instructional duties shall be performed by persons other than the teacher.

- Teacher aides shall be licensed and shall have job descriptions agreed to by the exclusive representative.
- A code of ethics shall be developed--and implemented--for teacher aides and volunteers.
- Volunteers and teacher aides shall have a training program dealing with the nature of students and public schools.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**6. Use Paraprofessionals and Volunteers**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** The use of paraprofessionals and volunteers under the supervision of teachers should be encouraged to further the objective of quality education for each of Minnesota's students.

**BASIC PREMISE:** Parents, retirees, or employees on released time, supervised by the classroom teacher, can provide additional opportunities for students to interact with adults and relieve the teacher of burdensome clerical or administrative functions.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

## VI. SPECIAL POPULATIONS

### 1. Develop Program Models to Meet Needs of Underserved Students

**PROPOSING ORGANIZATION:** Minnesota Council on Quality Education.

**PROPOSAL DESCRIPTION:** Alternative program models should be developed that address the special needs of underserved students to eliminate the achievement gap.

- A multi-cultural, multi-social curriculum that addresses the history and culture of the underserved as identified by the school district should be considered in proposals.
- Proposals should also consider incorporating critical thinking and problem-solving skills in all subject areas for underserved students, early childhood (E)-12 in the effort to increase achievement.
- Programs that address the special needs of underserved students may involve school-within-a-school programs, a whole building, a whole district, or focus on elementary or secondary education.
- Programs may be performance-based with learner outcomes developed across the curriculum.
- Alternatives for selection of staff may be considered to facilitate multi-tiered community involvement and ensure pedagogical compatibility with student enrollment.

**BASIC PREMISES:**

- Educational outcomes as reflected in various standardized test indices of achievement and assessment suggest that equal access has not been realized for many minority students or for some rural learners.
- The educationally underserved tend to be "school failures" from the very beginning, and compensatory education in a competitive milieu has not resulted in greater equality of outcomes.

**COST IMPLICATIONS:** $1 million for the 1986-87 biennium is recommended.

**REFERENCE DOCUMENT:** Council on Quality Education Report on Research and Development on Alternative Educational Structures and Practices, February 1985.

### 2. Promote Early Diagnosis of Learning Difficulties

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Additional efforts should be made in early diagnosis of learning difficulties through trained, interdisciplinary teams (which might include social workers, psychologists, physicians and teachers).

**BASIC PREMISES:**

- By early diagnosis of problems that hinder learning, the students will be helped and provided opportunities for specialized instruction or other assistance.

- Since many classroom disruptions have their root in children with undiagnosed problems, additional attempts to identify students with learning difficulties may aid in eliminating these disruptions and thus improve the classroom environment for the teacher and entire student group.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**3. Maintain Programs for Handicapped and Disabled Students**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Programs for the group of students designated handicapped or disabled should be maintained.

**BASIC PREMISE:** No efforts to provide equal opportunity for Minnesota's students should be lessened or eliminated.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**4. Expand Programs for Gifted and Talented**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Programs for the group of students identified as gifted or talented should be expanded and funded at a more substantial level.

- Joint ventures of the public and private sectors to develop summer enrichment programs for all students that enhance the education programs provided during the school year is one way to meet the needs of the school communities, businesses, and individual students.

**BASIC PREMISES:** The need to nurture and challenge these students not only reflects a desire to provide adequate opportunity for these students, but the need of students in our state and nation to keep pace with advancing technology and its impact on the future.

- As business has a significant investment in education, it seems appropriate that it pursue increased involvement in enrichment programs.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**5. Increase Funding for Education of the Gifted**

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** The allowance for gifted students will be raised from $19 to $45 per student.

**BASIC PREMISE:** In view of our changing society, it is evident that we must increase our commitment to gifted learners.

**COST IMPLICATIONS:** The revenue to provide this opportunity is a result of voter approval of two constitutional amendments in the November election. The proposed allocation for the 1986-87 biennium is $2 million.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

## VII. SCHOOL ENVIRONMENT

### 1. Develop a "Code of Conduct"

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** A "code of conduct" should be developed by each school with the aid of parents, students, and other members of the community, to clearly define expectations for attendance standards, acceptable absences and consequences of unexcused absences, and homework standards and expectations.

**BASIC PREMISES:**

- Publication of a "code of conduct" at each school will serve to improve communication with students and parents by clearly articulating the standards of the school and teachers.
- Publication of a "code of conduct" will not only establish consistent guidelines, but will link administration and teachers in its enforcement.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

### 2. Meet Requirements for School Facilities

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** School facilities shall:

- Be safe from environmental hazards.
- Have adequate lighting, heating and cooling to provide a comfortable learning environment.
- Have adequate space and a station for each student.
- Be equipped for maximum utilization of learning time.
- Have access for the handicapped.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

### 3. Establish Class Size Limits

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Class size shall be based upon the appropriate number of students for the learning activity and to allow the desired kind of participation to achieve the expected learner outcomes; however, no class with students who have non-exceptional needs shall exceed: preschool: 7; K-3: 15; 4-6: 18; and 7-12: 20. These are class size limits, not averages. Classes for physical education, music, art, and library are included in these maximums.

- Programs for students with exceptional needs shall be weighted and class sizes reduced to reflect their special needs.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

### 4. Establish Class Size Limits for K-3

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Class size in grades K-3 should not exceed twenty students per teacher.

**BASIC PREMISE:** This should help to provide teachers with the resources, time, and incentives to structure innovative learning experiences and provide students with the resources, time, and incentives to gain competence and mastery in basic skill areas.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

## VIII. INSTITUTIONAL ARRANGEMENTS

### A. SCHOOL-BASED MANAGEMENT

#### 1. Test and Expand the School-Based Management Model

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** The school-based management model should be more fully tested, then additional sites should be established and supported in areas throughout the state. This is an effort designed to implement decentralization and deregulation for the purpose of improving the educational environment of the school. In this model, management and operational responsibility for the school is delegated to the principal, staff, parents, and business representatives of the community. The focus is upon responsibility and accountability for learning outcomes and the building of partnerships through shared decision-making.

**BASIC PREMISE:** In general, the preponderance of current opinion is that change must occur at the school building and school classroom level to be truly effective. The shifting emphasis is upon decentralized rather than centralized decision making.

**COST IMPLICATIONS:** School based management is costly when first introduced to a school. It has been estimated that about $150,000 per school over a three year period may be necessary in the intial stage but thereafter should operate at little or no additional costs.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

#### 2. Establish a System of School-Site Management

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Elementary and secondary schools should have school-site management responsible for curriculum and instruction.

- All schools would be encouraged by the state legislature to have a School Coordinating Council (SCC) composed of the principal, lead teachers, and department heads (in secondary school).
- SCCs would plan the schools's transition to mastery learning.
- SCCs would be authorized to select curriculum (subject to approval of school level community board), organize teacher teams, assign staff and students to teams, and allocate school resources for curriculum and instruction.

- SCCs would establish school schedules and guidelines for teacher team performance evaluation, coordinate teacher teams, and do schoolwide planning.

- Secondary school SCCs would be responsible for discretionary funds provided to the school district to further its shift to mastery learning.

**BASIC PREMISE:** The SCC would assume and enlarge upon the duties and functions of schools in the current Planning, Evaluation and Review (PER) activities required by the state.

**COST IMPLICATIONS:** Planning grants to SCCs would be $10 per student in secondary schools, beginning in 1987 when the added cost to the state would be $3.15 million (in 1982 dollars) and extending to 1994 with $3.21 million in added costs.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**3. Establish a System of School-Based Management**

**PROPOSING ORGANIZATION:** Public School Incentives.

**PROPOSAL DESCRIPTION:** School-based management is the process of returning the responsibility for decisions about curriculum, budget and personnel to the individual school. Whereas the district sets the educational goals, the individual school--using a consensus model of decision making involving representatives of staff, parents, students and community--implements the goals.

**BASIC PREMISES:**

- Increasing centralization, concern about teacher and learner competencies, feelings of frustration, alienation and powerlessness, and school boards and district bureaucracies which appear resistent to change, are all serious problems of public education which can be directly addressed at the building level through school based management.

- School based management, because it involves decisions made on a local level by people affected by the decisions, will make professional education more accountable for its performance.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Public School Incentives: Designs for Successful Public Schools.

4. Study and Experiment with "Effective Schools" Management Systems

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** There should be continued or increased study of management systems at the local school level and opportunities for experimentation with various models, with the aim of increasing effectiveness of the school and its managers.

**BASIC PREMISES:**

- Opportunities for individual schools to implement progressive and innovative management systems that meet the needs of the schools and their communities should be supported.
- The "effective schools" model of management--wherein the principal serves as the school's leader while utilizing staff in curriculum development, decision-making, and all planning efforts--has proved very interesting.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

5. Extend and Expand the School Effectiveness Model

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** The school effectiveness model authorized by the state Legislature should be extended and expanded. Staff from other schools should be supported in viewing the model sites and should receive training in the model. This model concentrates upon the influences of the principal and teacher with whom the student has direct contact in the educational process and includes the presence of clearly defined goals and expectations related to student achievement, a supportive school climate, school-site management, a building-level staff development program, parental involvement and support, and teacher-designed instruction that maximizes substantive learning time. (For a complete list of effective school characteristics, refer to A Comprehensive Plan for School Effectiveness by the Minnesota Department of Education.)

**BASIC PREMISES:**

- School staff, administrative and instructional, are key to any educational reform.
- The research on effective schools has made it clear that the individual school is the proper unit for educational renewal.
- In general, educational researchers present a convincing case for adapting an "effective schools" model.

**COST IMPLICATIONS:** School effectiveness is currently funded by the legislature at a level of $350,000 and involves twenty-six school sites throughout the state. A fuller

extension of the model would cost at least $10,000 per site. Therefore, the total cost to the state is a multiple of that amount by the number of sites selected (currently there are about 1,500 operating school buildings in the state).

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

**6. Decentralize Decision-Making**

**PROPOSING ORGANIZATION:** Citizens League Educational Alternatives Committee.

**PROPOSAL DESCRIPTION:** Various decision making functions should be decentralized from the district level to the school level.

**BASIC PREMISES:**

- Decentralization should be pursued to achieve a separation of policy and production, thereby taking elected officials out of operational decisions and allowing them to pursue policy issues.
- Decentralization should be pursued because schools have been asked to address more conflicting societal goals and divergent expectations than they can reasonably be expected to accomplish.
- Decentralization should be pursued in order to assist schools in differentiating themselves from each other, thereby increasing their capacity to offer meaningful choices to consumers.

**COST IMPLICATIONS:** No additional money in the form of public taxes is anticipated. With regard to present tax money, as much of it as possible will be handled at the local level by individual schools and individual parents. In addition to public tax dollars, new funding support can come about from: allowing schools to take on new tasks and charge for them; supplementary tuition on a qualified basis; venture capital from private sector firms or philanthropic groups.

**REFERENCE DOCUMENT:** Citizens League Report: Rebuilding Education to Make It Work, May 1982.

**7. Give Greater Flexibility to Local Schools**

**PROPOSING ORGANIZATION:** Citizens League Educational Alternatives Committee.

**PROPOSAL DESCRIPTION:** Existing barriers to operational excellence should be removed in order to grant more flexibility to educational professionals at the school level.

**BASIC PREMISES:**

- Enabling legislation, which would allow schools to become more deregulated, can be accomplished through legislative action that decreases the regulation of all public schools to promote flexible delivery of service within the parameters of overall public policy.

- It appears that traditional attempts to control the educational system from the top down may well be part of the problem.

- Principals and teachers can be given more power and control over what happens at the school level because such power can be checked or balanced on the other side through a continuing relationship with the school district, governance councils at the school site, and consumer choice.

**COST IMPLICATIONS:** No additional money in the form of public taxes is anticipated. With regard to present tax money, as much of it as possible will be handled at the local level by individual schools and individual parents. In addition to public tax dollars, new funding support can come about from: allowing schools to take on new tasks and charge for them; supplementary tuition on a qualified basis; venture capital from private sector firms or philanthropic groups.

**REFERENCE DOCUMENT:** Citizens League Report: Rebuilding Education to Make It Work, May 1982.

## B. MODEL SCHOOLS

### 1. Redesign Education by Creating Model Schools as Prototypes

**PROPOSING ORGANIZATION:** Public School Incentives.

**PROPOSAL DESCRIPTION:** Model schools are prototypes of elementary and secondary education. They are part of the movement to restructure public schools by piloting innovative practices and perfecting new designs. Their purpose is to achieve breakthroughs in learning.

**BASIC PREMISES:**

- To achieve better schools you can either make improvements in the current model of education, or you can redesign and restructure education. The first has not worked well and little has been done with the second.

- Model schools are designed and operated with the most exciting and promising ideas known about the growth and development of youth.

**COST IMPLICATIONS:** None stated directly in document, although it is mentioned that the 1984 Minnesota Legislature provided research and development funds for new delivery systems of education.

**REFERENCE DOCUMENT:** Public School Incentives: Designs for Successful Public Schools.

**2. Establish Regional Magnet Schools**

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** Regional/area magnet schools of excellence should be established and funded by the state in such priority curricular areas as mathematics, sciences, foreign languages and the arts. These schools would be similar to the school for the arts. A student would be able to attend a magnet school which would best serve the student's interest and ability. A comprehensive educational program would be offered with special emphasis on the priority study area.

**BASIC PREMISE:** In general, the underlying presumption regarding such institutional change is that the educational system itself is in need of modification to better serve the needs of students and other citizens of the state.

**COST IMPLICATIONS:** These schools would not require separate buidings since use of existing facilities would be a contingency of site selection. However, additional special staff materials and equipment would be required at each site. Since no cost saving can be projected for the "home" school district, each site might be expected to cost the state an additional $100,000. The total cost to the state is a multiple of the amouNt by the number of selected sites.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

**3. Create a State School for the Arts**

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** The new state school for the arts should be supported with state funds. It is currently in a planning stage under direction of a legislatively supported committee. As defined by the Minnesota Arts Education Task Force, the Minnesota School of the Arts is a school for the visual, performing, and literary arts. Its purpose is to provide expanded opportunities in the creative and interpretive arts for the gifted and talented youth of Minnesota. With a strong emphasis on artistic excellence and high academic standards, it will serve as a resource center for other Minnesota schools and art institutions.

**BASIC PREMISE:** Truly gifted students may receive a direct educational experience in such a school while staff and students of the school serve as an arts resource to other schools of the area or of the state.

**COST IMPLICATIONS:** This study makes no cost analysis.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

**4. Establish a Design Competition for Model Programs in Various Disciplines**

**PROPOSING ORGANIZATION:** The Office of the Governor.

**PROPOSAL DESCRIPTION:** There will be a design competition for model programs in various disciplines, and some of the schools selected could become statewide magnet schools.

- There will be two distinct models: a state school for the arts, and a district-run school for math and science.
- Both schools will be able to demonstrate how the arts or math and science can be taught in innovative ways.

**BASIC PREMISES:**

- Outreach activities will be important parts of these special schools, so that all Minnesota schools can benefit.
- The involvement of teachers, administrators and school board members is critical to the success of the plan.
- Teachers must be allowed to teach and to use their wisdom and creativity to the fullest potential.
- School administrators and local school boards must be empowered to make decisions without restrictive state mandates.

**COST IMPLICATIONS:** Although funds will be requested, no specific figure is mentioned.

**REFERENCE DOCUMENT:** Governor Rudy Perpich, "A Speech on Educational Policy to the Citizens League," outlining the Governor's "Access to Excellence" plan (January 1985).

**5. Create an Information Network on Research and Instructional Effectiveness**

**PROPOSING ORGANIZATION:** Minnesota State Senate.

**PROPOSAL DESCRIPTION:** The commissioner of education will develop a comprehensive statewide plan for maintaining and improving instructional effectiveness in the schools by, among other things, developing a mechanism for establishing a statewide network--which will include model sites—to coordinate and disseminate information on research in instructional effectiveness. Regarding model sites:

- By September 1, 1985, the commissioner will select ten of twenty pilot sites to be model sites for instructional effectiveness, outcome-based education and testing.
- By February 1, 1986 the department of education shall report its recommendations on the need for, and feasibility of, a district-run math and science high school.

- Five to eight innovative education centers shall be established in school districts which will be built upon technology and techniques used in the technology demonstration sites.

**BASIC PREMISE:** This should encourage implementation of school effectiveness strategies.

**COST IMPLICATIONS:**

- $1,550,000 in fiscal year 1986 and $1,550,000 in fiscal year 1987 will be appropriated for instructional effectiveness, with $600,000 being used each year for the model sites.

- $150,000 in fiscal year 1986 will be appropriated to make the study of a math and science high school.

- $2,050,000 in fiscal year 1986 and $2,050,000 in fiscal year 1987 will be appropriated for the creation of five to eight innovative education centers.

**REFERENCE DOCUMENT:** Senators Nelson, et. al., Minnesota State Senate, "Access to Excellence," article four, S.F.666 (February 1985).

**6. Create a Progressive Education Model**

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** One progressive education model site should be established and tested. This exemplary program would rely extensively upon technology in provision of educational services, would utilize the entire community as a classroom, and would establish partnerships with businesses and other agencies. Wherein learning is an individual and life-long responsibility, technology is seen as a prime medium for knowledge attainment, and learning is not confined to a school building. To fully determine the feasibility of such a program, a whole new school would have to be created in which the learning environment would be substantially different from that found in a contemporary school.

**BASIC PREMISE:** In general, the use of technology is now paramount in the learning process.

**COST IMPLICATIONS:** Start-up costs for each site would be extraordinary because of a severe departure from the existing more traditional model. One estimate suggests that about $250,000 of additional state funds (additional to the funds normally available) per site per year would be necessary to establish the model and this assumes that an equipped existing central facility (school) is available.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

**7. Create a Research, Development, and Training Network**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** A research, development, and training network should be created to test the implementation of the new education system in demonstration sites before full phase-in, and to provide continuing training and experimentation.

- Mastery learning demonstration schools would be established to lead and test the implementation of the new education system.
- These demonstration schools would be organized to train teacher candidates during their practicum year, provide staff development to teachers and administrators, and serve as focal points for experimentation with new technologies, instructional techniques, modes of classroom organization and management, and curriculum.
- Mastery learning institutes would be created and housed at various university and college campuses and held regularly during the summer months.
- The institutes would bring together lead teachers for the purpose of creating mastery learning models and guidelines, developing training techniques and peer evaluation criteria, and training lead teachers, teachers and administrators in mastery learning approaches.
- Teachers would be trained at summer institutes created to provide training in mastery learning approaches to teachers about to implement this reform in core areas; they would also be trained in teacher teams.
- Some resources currently expended for administrator leadership training would be redirected to train administrators in leadership for mastery learning and supplemented by additional state resources.

**BASIC PREMISE:** The introduction of mastery learning approaches using differentiated staffing represents a significant change from current curriculum and instruction practices--a change that would be introduced together with a major reorganization of schooling. Change of this magnitude will require new programs of research, development and training if they are to succeed.

**COST IMPLICATIONS:**

- Mastery learning institutes = $4.5 million (in 1982 dollars) total added cost from 1986-94.
- Teacher summer training institutes = $9.9 million in 1987, $4.9 million in 1988, and $2.57 million in 1989.
- Administrator training = $4 million total from 1987-94.
- Demonstration schools = $15 million total from 1987-94.
- Supplementing existing research and development funds to support the networking of teaching schools = $9 million total from 1986-94.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

## C. SCHOOL CHOICE

### 1. Allow Choice of Schools

**PROPOSING ORGANIZATION:** The Office of the Governor.

**PROPOSAL DESCRIPTION:** Beginning in the 1986-87 school year, students in the 11th and 12th grades will be allowed to choose which public education program best serves their needs and interests. By the 1988-89 school year all Minnesota families will be able to select the public school their children wish to attend.

**BASIC PREMISES:**

- This plan allows parents to accept greater responsibility for the education of their children.
- Parents and students will be able to select the public school that best serves their individual needs.

**COST IMPLICATIONS:** The state will pay the recipient school that student's basic foundation aid.

**REFERENCE DOCUMENT:** Governor Rudy Perpich, "A Speech on Educational Policy to the Citizens League," outlining the Governor's "Access to Excellence" plan (January 1985).

### 2. Allow Choice of Schools

**PROPOSING ORGANIZATION:** Minnesota State Senate.

**PROPOSAL DESCRIPTION:** Starting in the fall of 1986, 11th and 12th grade students would be able to choose to attend other public schools. In the fall of 1988, all students would be able to choose their school. Among the details of this plan are the following:

- Eligibility for participation in extracurricular activities falls under the authority of the Minnesota State High School League.
- School districts are not required to accept students from other districts.
- Districts which choose to participate must establish equitable criteria for accepting students. Students may be denied access only if there is a lack of space in the district or the district's programs, or if acceptance means the district would be out of compliance with its desegregation plan (i.e. Minneapolis, St. Paul, and Duluth). Students also could be denied the opportunity to leave a district if its desegregation compliance would be upset.

- Districts may restrict schools or programs available to non-resident students.

**BASIC PREMISE:** This should foster academic excellence for pupils in elementary and secondary schools and help students participate in curricular offerings of school districts.

**COST IMPLICATIONS:**

- Foundation aid and tier revenues will be adjusted for sending and receiving districts.

- Included is a transportation cost reimbursement of $766,000.

**REFERENCE DOCUMENT:** Senators Nelson, et. al., Minnesota State Senate, "Access to Excellence," article one, S.F.666 (February 1985).

**3. Let Public Dollars Follow to School of Choice**

**PROPOSING ORGANIZATION:** Citizens League Educational Alternatives Committee.

**PROPOSAL DESCRIPTION:** Public educational dollars should follow parents' choices about which schools or educational services should be utilized.

**BASIC PREMISES:**

- Because consumers are not united in what they want schools to do, they should be given the ability to choose the school which is best for their children's needs and their own personal expectations.

- Besides being tied to "consumer empowerment," parental choice is also tied to the belief that redirecting the system in this fashion will allow for an easier flow of capital to outstanding schools or service providers.

- It opens the doors for educators to start their own schools or educational enterprises.

**COST IMPLICATIONS:** No additional money in the form of public taxes is anticipated. With regard to present tax money, as much of it as possible will be handled at the local level by individual schools and individual parents. In addition to public tax dollars, new funding support can come about from: allowing schools to take on new tasks and charge for them; supplementary tuition on a qualified basis; venture capital from private sector firms or philanthropic groups.

**REFERENCE DOCUMENT:** Citizens League Report: Rebuilding Education to Make It Work, May 1982.

**4. Allow School Choices to Fit Individual Learning Styles**

**PROPOSING ORGANIZATION:** Public School Incentives.

**PROPOSAL DESCRIPTION:** To provide choices, options, and alternatives means that students and parents choose the school or program which best fits the learning style of the individual child, and give the staff an opportunity to sign on for programs where their individual teaching styles would be most effective.

**BASIC PREMISES:**

- Learning styles vary and no one educational program can meet the needs of all students.
- Program choices can help today's children meet the demands of a complex world.
- Providing a range of programs can reconnect parents with their children's schools.
- Choices, options and alternatives can provide an impetus for school improvement--programs can improve as educators try to attract students.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Public School Incentives: Designs for Successful Public Schools.

**5. Reorganize Grade Structures and Add Specialized Schooling**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** K-12 schooling should be reorganized into elementary schools (grades K-6), academically focused common high schools (grades 7-10), and a third level of specialized schooling chosen by students (grades 11-12).

- The K-12 restructuring would be phased in one grade at a time after a period of planning and experimentation.
- All Minnesota youth who have taken the Minnesota Qualifying Test (MQT) would be eligible to receive a stipend for two years of state subsidized education from an accredited public or private post-common school provider.
- The stipend would be a fixed percent of school expenditures per student adjusted for regional variation, plus a transportation allowance.
- Providers of the third level of education would be required to accept the stipend as full tuition payment.
- An independent authorizing agency would be established to administer this program.

- Legislation would be written to prevent discriminatory practices by public or private providers of this education.

**BASIC PREMISES:** The restructuring of grades 11 and 12 offer several advantages:

- It allows youth to choose an educational experience which concentrates on their aptitudes and interests.
- It encourages competition among providers, without destroying the common school experience and such competition should provide higher quality instruction.
- It permits youth to be more responsible for their education.

**COST IMPLICATIONS:**

- Schools could reduce their costs for grades 11 and 12 because they would have specialized programs with no state requirements and the total cost savings could amount to $85.49 million (in 1982 dollars) in 1994.
- Reduction in school administrator positions would save another $6.12 million in 1994.
- Reduction of clerical/custodial positions would save $3.6 million in the year 1994.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**6. Create School Vouchers for Low Income Students**

**PROPOSING ORGANIZATION:** Rep. John Brandl, et al.

**PROPOSAL DESCRIPTION:** Any K-12 low income pupil in the state will be able to attend any public school or participating non-public school.

- The State of Minnesota will pay directly to the school receiving the pupil a specified portion of the per pupil foundation aid; in the case of another public school, 100 percent of the aid and in the case of a non-public school, 80 percent.
- In order to qualify, a family's household income could not exceed 130 percent of the applicable poverty guidelines.
- Schools receiving these pupils could not discriminate in admissions or teacher hiring, and would be required to meet state requirements for instruction, health, safety, and reporting.

**BASIC PREMISES:**

- Providing low income pupils with the freedom of choice in education which is available to middle and upper income pupils.

- Encouraging socioeconomic integration by reducing inequity of access to non-public schools and by allowing attendance at public schools regardless of district boundaries.

- Reestablishing confidence in the educational process by generating greater family commitment to the school of choice and creating responsive and professional relationships between educators and parents.

- Encouraging educators to undertake the establishment of new schools and the development of curricula which clearly break with conventional practices and which appeal to the unique needs of pupils.

**COST IMPLICATIONS:** There are no specific costs mentioned beyond the basic pupil foundation aid.

**REFERENCE DOCUMENT:** Representative John Brandl, et al. Minnesota House of Representatives, HF 1072, March 1983.

**7. Create a Demonstration Voucher Program**

**PROPOSING ORGANIZATION:** Sen. Florian Chmielewski, et al.

**PROPOSAL DESCRIPTION:** A demonstration voucher program is authorized for the 1986-87, 1987-88, and 1988-89 school years. Up to eight school districts or cooperating groups of districts will be designated as "demonstration areas" and may participate in the program.

- The Education Voucher Board (consisting of nine voting members appointed by the governor) shall provide a voucher to each eligible pupil who desires to attend a school in the demonstration area. The amount of a voucher used at a public school will be no less than the foundation aid formula allowance, and a voucher used at an independent school no more than 80 percent of foundation aid.

- In addition to each basic voucher, the board shall give a compensatory voucher to an economically disadvantaged or handicapped child.

- Use of the voucher is limited to parents or legal guardian of any school age Minnesota resident who resides in the demonstration area or in a geographically contiguous school district, or at least one of whose parents or legal guardians works in same.

- To be eligible to participate a school must, among other criteria, meet all necessary education, health and safety standards, and not discriminate in the admission of students and hiring of teachers.

**BASIC PREMISES:** By increasing opportunity for choice in education, the following results are anticipated:

- Parents will be able to assume a more significant role in charting a course of education for their children and monitoring their educational progress.

- There will be greater educational freedom and accountability within the demonstration area because parents and school children will have the option to use the vouchers at any eligible school.

- Participating schools will emphasize different courses, disciplines and teaching methods and so increase the number of options for parents and students.

**COST IMPLICATIONS:** Although appropriations are mentioned for the Department of Education, for participating school districts, and for the Education Voucher Board, no specific amount is given.

**REFERENCE DOCUMENT:** Senator Florian Chmielewski, et al. Minnesota Senate, SF 840, January 1985.

## D. EDUCATIONAL MANAGEMENT

### 1. Make Training Opportunities Available in Management and Teaching Technologies

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Additional training opportunities for principals and teachers in technologies applicable to management and teaching on every level at local schools should be available.

**BASIC PREMISES:**

- Contemporary technologies should be used in school management as well as figure in the curriculum--these tools can be used to lighten the teacher's workload and make administrative staffs more effective.

- This is an area in which the knowledge and expertise of businesses can be shared with the schools.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

### 2. Set Up Management Assistance Programs

**PROPOSING ORGANIZATION:** The Office of the Governor.

**PROPOSAL DESCRIPTION:** Management assistance programs will be included to help local districts identify areas of need and make improvements. Expertise will be available in curriculum, staff development, and energy conservation.

**BASIC PREMISE:** The objective of the plan is to help improve those schools which need help.

**COST IMPLICATIONS:** None mentioned in document.

**REFERENCE DOCUMENT:** Governor Rudy Perpich, "A Speech on Educational Policy to the Citizens League," outlining the Governor's "Access to Excellence" plan (January 1985).

### 3. Provide Management Assistance to Local School Districts

**PROPOSING ORGANIZATION:** Minnesota State Senate.

**PROPOSAL DESCRIPTION:** The State Department of Education will provide management assistance to districts in the following areas:

- Identifying the goals and priorities of the district relating to educational programs, services, and the organization and management for the delivery of those programs and services.
- Analyzing and assessing alternative methods of organization and management.
- Developing data and assumptions for the district to use in setting priorities and goals and in considering alternatives.

**BASIC PREMISE:** This should improve local schools which need help.

**COST IMPLICATIONS:** $150,000 in fiscal year 1986 and $150,000 in fiscal year 1987 will be appropriated.

**REFERENCE DOCUMENT:** Senators Nelson, et. al., Minnesota State Senate, "Access to Excellence," article five, S.F.666 (February 1985).

### 4. Establish School-Level Governing Boards

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** Publicly elected school-level community boards of education should be established for all schools.

- The school-level governing board would be publicly elected from among parents and members of the local community; the board would be made up of at least half parents.
- Boards would oversee and hold accountable SCCs, and have the final decisions regarding school curriculum and instruction budgets and substantive choice.
- Boards would create a menu of elective courses students may take from providers outside of school, and approve providers who offer such courses.

- o Boards could allow students to take non-core courses required by the district or school from private providers, who are approved by the Board.

**BASIC PREMISE:** In order to enable parents and members of immediate school communities to participate directly in decisions affecting the goals and operations of their local schools, the state legislature should require, in law, that every school elect a school-level community governing board.

**COST IMPLICATIONS:** There are no incremental costs associated with this reform.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**5. Establish State Administrative Mechanisms for Changing to a Mastery Learning System**

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** New state agencies and statewide organizations should be formed to support and administer the change to a restructured mastery learning system.

- A state oversight agency would be established to coordinate activities of existing state agencies and to provide overall planning and direction for the transition to the new system.
- A state authorizing agency would be established to oversee administration of student stipends for two years of specialized education.
- A research and development network would be created to link mastery learning demonstration schools and establish a mastery learning institute; the network has a small permanent staff and facilities for conferences and seminars.

**BASIC PREMISE:** This major structural and organizational reform of the public schools should be coordinated, planned, and overseen by a state agency created by the legislature for this purpose.

**COST IMPLICATIONS:** The oversight agency would add a total cost of $7 million (in 1982 dollars) between 1985 and 1991.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

**6. Establish a Structural Partnership Task Force**

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** This task force will make recommendations on providing curricular alternatives to regular secondary programs for 11th and 12th grade students. The task force members would include representatives of parents, teachers, students, school boards, and post-secondary institutions.

**BASIC PREMISE:** It is intended to recognize the need for articulation among all levels of educational institutions and providing other opportunities for students.

**COST IMPLICATIONS:** $20,000 allocated for 1986-87 biennium.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

**7. Restructure the Traditional School Calendar**

**PROPOSING ORGANIZATION:** Minnesota Council on Quality Education.

**PROPOSAL DESCRIPTION:** Alternative program models should be developed that restructure the traditional school calendar (day/week/year) to improve instructional effectiveness.

- A comprehensive plan for restructuring the traditional school calendar will be implemented.
- Innovative ways to reorganize the time available should be considered.
- Some issues that may be considered for staff development include increasing learner options, operating on a twelve-month year, variable teaching shifts for afternoon or evening learners, school-within-school models, and/or interim models where students are in a more traditional program for four months, in an experiential program off campus one month and then back to the more traditional setting four months.

**BASIC PREMISE:** The present structure of the traditional school calendar is often incompatible with meeting identified needs for staff development and curriculum modification and updating.

**COST IMPLICATIONS:** $500,000 for the 1986-87 biennium is recommended.

**REFERENCE DOCUMENT:** Council on Quality Education Report on Research and Development on Alternative Educational Structures and Practices, February 1985.

**8. Maintain Current School Day and Year**

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** The current school day and year should be maintained without significant increase.

**BASIC PREMISE:** Time and resources now available should be utilized effectively before any increases in the length of the school day or year are considered. However, this determination can only be made by the individual schools after local needs are assessed.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

## E. COOPERATION AND CONSOLIDATION

### 1. Use School Buildings as Shared Facilities for Other Community Programs

**PROPOSING ORGANIZATION:** Public School Incentives.

**PROPOSAL DESCRIPTION:** Although schools are closed as enrollments decline, in several cities the old schoolhouse is being revitalized as a community learning and service center. In addition to offering K-12 educational programs, public school buildings may also house pre-school centers, social service agencies, government offices, and businesses, with all sharing the cost of maintenance, utilities and security.

**BASIC PREMISES:**

- Reduced costs and increased quality in public education are not mutually exclusive, but are the advantages of shared facilities.
- Spreading the costs of building operation can increase the dollars available to districts for the delivery of educational programs.
- The quality of services is improved as participating programs communicate and cooperate.
- Services are concentrated where people need them and can get to them.
- People who may otherwise have no allegiance to public education now see its efforts as supporting their interests and meeting their needs.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** Public School Incentives: Designs for Successful Public Schools.

### 2. Deliver Preschool and Community Education as Part of Public School System

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Preschool education shall be available to all who wish to avail themselves of it.
- Community education should not be a separate delivery system, but all of its academic/vocational activities shall be delivered as part of the public school system.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

**3. Encourage Consolidation of School Districts**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:** To ensure equal access, the legislature must encourage the consolidation of school districts.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

## IX. PARTNERSHIP ARRANGEMENTS

### 1. Improve Education Through Business/Education Partnerships

**PROPOSING ORGANIZATION:** Hill and Knowlton.

**PROPOSAL DESCRIPTION:** In general, it is to the mutual advantage of both business and education to put together partnerships.

- Business can contribute toward: curriculum and student programs; resource sharing; professional development for teachers; recognition programs honoring excellent teachers; sponsoring teachers and projects; possible structural change of schools through the influence of systems management expertise, including marketing and strategic planning.

- Schools can contribute toward: developing the economy; spinning off new businesses resulting from educational grants; training and retraining employees; providing shared space and other physical resources; contributing equipment, especially computers or two-way interactive television, to companies without them; offering the school's staff expertise.

**BASIC PREMISES:**

- Interest in partnerships is rapidly increasing.

- Those involved in partnerships are convinced that a stronger educational system contributes to a higher "quality of life," which benefits both business and the community at large.

- Schools and businesses have a symbiotic relationship--i.e. good schools contribute to a strong community, which contributes to a strong economy.

**COST IMPLICATIONS:** In general, cost will depend upon the individual partnership program under consideration.

**REFERENCE DOCUMENT:** Assignment: Improving Public Education - A Report on Business/Education Partnerships in the Twin Cities, October 1984.

### 2. Foster Business/Education Partnerships

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** In order to foster business/education partnerships in the state of Minnesota, the following steps are recommended:

- Creation of a plan to identify and encourage strategies that assure that business/education partnerships become accessible to each school district.

- Private businesses formally identify the school(s) and/or district(s) with which they will actively seek a partnership.

- Formation of "partnership committees" at the district level to monitor and promote business/education partnership activities in local schools, with each school providing information on its programs to other schools or districts where they might prove helpful, and these activities should be promoted and recognized throughout the local community.

- Community advisory committees be established to aid local schools in planning and monitoring policy and operations.

- Minnesota businesses promote their employees' involvement with local schools.

- Formation of a state level business/education alliance to promote quality and cost-effective education.

**BASIC PREMISES:**

- Business has many resources to offer local schools and stands to gain substantially by its involvement with them. Such benefits include: better student understanding of the role business plays, greater regard from the citizens of the community it serves, and ability to influence the kind of knowledge and skills potential employees will bring to the workplace. The expertise business has in areas of planning, budgeting, and effective management techniques are examples of skills that could assist local schools and their managers while benefiting the business community through improved use of the schools' financial, staff and other resources.

- In partnership efforts observed by the Commission, both parties gained substantially by their association, and the number of partnership efforts currently operating is indicative of the need for and success of such programs.

**COST IMPLICATIONS:** The business/education alliance would be funded through a private foundation jointly controlled by business and education leaders and supported through voluntary contributions.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**3. Support Partnerships with Business and Industry**

**PROPOSING ORGANIZATION:** Minnesota Association of Colleges for Teacher Education.

**PROPOSAL DESCRIPTION:** The Minnesota Board of Teaching should support research designed to demonstrate the effectiveness of partnerships between teacher preparation institutions and business and industry which would focus on the improvement of the clinical component of teacher education.

**BASIC PREMISE:** Research on the teaching/learning process should focus both on earlier and continuing clinical experiences which permeate the entire curriculum and on more formalized and supervised internships or induction experiences which may extend beyond the four-year programs typically found in Minnesota institutions preparing teachers.

**COST IMPLICATIONS:** $100,000 is requested.

**REFERENCE DOCUMENTS:** Report of the MACTE Commission on Excellence in Teacher Education, January 1985; and MACTE Commission for Excellence in Teacher Education Recommendations and Requests for Funding, January 1985.

**4. Encourage Business to Offer Release Time for Employees Working With Schools**

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** Business should encourage employees to become community leaders within their school district and should provide release time for employees that serve on school boards and district advisory committees.

**BASIC PREMISE:** Educational research demonstrates that participation and leadership at the local level is a necessary component of any improvement effort, and partnerships between the schools and business will foster this participation.

**COST IMPLICATIONS:** None mentioned in document.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

**5. Establish a Business Incentive Matching Program**

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** To establish a business incentive matching program through the Academic Excellence Foundation, which was created in 1983 and fosters academic excellence by rewarding students, teachers and school districts for their exemplary efforts. The Foundation will choose specific projects to fund throughout the state.

**BASIC PREMISE:** It is hoped that this will encourage business participation in education.

**COST IMPLICATIONS:** An appropriation of $500,000 will be made for the 1986-87 biennium to match business contributions to the Foundation.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

**6. Create a Network to Link Teachers to Resources**

**PROPOSING ORGANIZATION:** Minnesota Alliance for Science.

**PROPOSAL DESCRIPTION:** The design of an "exchange network" to match teachers who need resources with individuals and groups who want to provide them. Such a network would enrich science and mathematics learning in elementary and secondary schools in which:

- Teachers express their needs.
- Private sector persons offer resources.
- Expressed needs are matched with resources.
- Sharing occurs efficiently.

**BASIC PREMISES:**

- In a survey of over 1,000 teachers, they frequently mentioned a need for access to resources that will facilitate their effectiveness in the classroom.
- Persons from business and professional societies, as well as companies, have offered their services to teachers, students, and school districts.
- Since not every school district can develop an area resource center, Minnesota's commitment to equitable access to learning opportunities makes it imperative that a group such as the Alliance for Science broker this effort to give all school districts access to resources.

**COST IMPLICATIONS:** A preliminary cost estimate of $101,801 is conservative and assumes in-kind contributions of talented persons' time and equipment during the 24-month, three-phase pilot program. The system could be self-sustaining by the end of the second year if participating school districts (both metropolitan and non-metropolitan) and participating companies provide $202,000 on a roughly 50-50 basis through membership rates (school districts) and donations (companies).

**REFERENCE DOCUMENT:** Action for Excellence and Equity: A Comprehensive Plan to Improve Learning in Mathematics and Science, December 1984.

**7. Work Cooperatively to Achieve Educational Reform**

**PROPOSING ORGANIZATION:** Minnesota Wellspring.

**PROPOSAL DESCRIPTION:** In order to recognize education in the state as a single, cohesive system rather than a variety of independent concerns, elementary, secondary, and post secondary schools must work cooperatively to achieve reform and improvement in education by:

- Designing explicit policies to clarify high school exit requirements, post secondary admission standards and the interrelationships between them.
- Examining the need for and approach to differentiated missions in Minnesota's post secondary system.
- Establishing a forum involving leaders of all the education systems, both secondary and post secondary, to discuss common concerns and strategies.
- Establishing a forum of elementary, secondary and post secondary teachers to design programs to encourage interaction among professionals in Minnesota schools.

- Encouraging more partnerships between schools and colleges and more formal relationships among schools, colleges and businesses; promoting the active participation of business leaders on governing boards of school districts and higher education.

- Promoting the "entrepreneurial spirit" within schools and among teachers, administrators and students.

**BASIC PREMISE:** The sharing of diverse as well as common ideas and perspectives can lead to new approaches, and by encouraging constructive change in our schools, teachers, administrators and education leaders may think more creatively about new initiatives and ideas.

**COST IMPLICATIONS:** None mentioned in document.

**REFERENCE DOCUMENT:** Toward Excellence In Education, January 1985.

## X. FINANCIAL ARRANGEMENTS

### 1. Let the State Assume Responsibility for Foundation Aid

**PROPOSING ORGANIZATION:** The Office of the Governor.

**PROPOSAL DESCRIPTION:** The state will assume responsibility for the basic foundation aid program in which:

- The state will assume the 23.5 mill levy (over $700 million) which is now raised through local property taxes.
- The impact on the state's budget will be offset or balanced by transferring the responsibility of property tax credits to local governments.
- State support will increase from 63 percent to more than 80 percent.

**BASIC PREMISE:** All of the citizens will better understand that the state's responsibility is financing education.

- People will know that the property tax is solely a local tax, from which the state derives no revenue.

**COST IMPLICATIONS:** Property tax payers and local governments will see little or no change in their tax payments or revenues.

**REFERENCE DOCUMENT:** Governor Rudy Perpich, "A Speech on Educational Policy to the Citizens League," outlining the Governor's "Access to Excellence" plan. (January 1985)

### 2. Increase Funding of Public Education and Create Equity

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Funding of public education is the responsibility of the State of Minnesota.
- Increased--and adequate—funding of public education at all levels, preschool through post secondary, is necessary to guarantee equal access for all Minnesota residents.
- Removal of the local levy will help to move Minnesota in the direction of making the state responsible for funding public education.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Association's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

### 3. Create an Educational Investment Fund

**PROPOSING ORGANIZATION:** Minnesota Business Partnership.

**PROPOSAL DESCRIPTION:** An educational investment fund should be created by maintaining a constant educational budget level at the 1984 spending rate, and investing the difference between this amount and the lower amount that could be spent if expenditures per student were kept constant. These funds would be reinvested in the education system.

- Declining secondary school enrollment until 1990 would mean lower educational expenditures if spending per student were kept constant.
- Maintenance of the 1984 budget level creates a surplus representing the difference between 1984 spending levels and declining levels of spending required by keeping expenditures per student constant while enrollment declines.
- This surplus could be accumulated yearly to pay for transition costs, which are largely returned to districts.
- Rather than expecting districts to reduce their expenditures per pupil in exact proportion to enrollment decline, there should be a statewide average 10 percent allowance above the constant expenditures per student level.
- State funding formulas might be used to reduce state aid to districts to account for districts' share of total contributions to the investment fund.

**BASIC PREMISE:** The projected continuing decline in secondary school enrollment over the next six years provides a unique opportunity to create a substantial fund for defraying the cost of the transition to the restructured system, without incurring costs in excess of today's costs for K-12 education.

**COST IMPLICATIONS:** The educational investment fund should provide in added funds from $17.92 million (in 1982 dollars) in 1985, up to $78.32 million in 1989, and back down to $980,000 in 1993.

**REFERENCE DOCUMENT:** The Minnesota Plan. The Design of a New Education System. Vol. 2: Implementation, BW Associates, November 1984.

### 4. Provide Additional Funding for Study of Alternative Educational Practices

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** The state should extend its research and development responsibilities by providing additional funding for the Council on Quality Education's study of alternative educational practices.

**BASIC PREMISE:** Knowledge of success or failure of an educational innovation can be gained through a small-scale pilot program, and few school districts can mount a serious research effort without some source of supplemental funding.

**COST IMPLICATIONS:** The 1984 Legislature appropriated $150,000 to the Council on Quality Education for the purpose of research and development. While a beginning, that amount is woefully inadequate for a major effort. This recommendation would request $1 million annually for a comprehensive "R & D" effort which would, in turn, be supported by the incentive grants recommended in Low Cost Strategies above.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

**5. Support Low Cost Strategies**

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** Low cost strategies should be supported which will further educational excellence:

- Technical assistance and state funding should be available for training in administrative skills, training of teachers in areas of instructional effectiveness, training in school improvement practices, and informing persons of existing successful programs and materials.

- Incentive programs should be established which make funds available for development of cost effective or innovative prospects, provide a bonus program for gains in productivity, and provide for research into the effectiveness of operating proposal programs.

**BASIC PREMISE:** In general, the increase of resource allocations to schools is not likely to continue at the same rate in the future. A need for greater efficiency and effectiveness in the use of the present scarce resource is in order.

**COST IMPLICATIONS:** At least $1 million should be available annually to the Department of Education for the training function, although this amount would still not permit reaching all school staff persons nor would it provide for an intensive level of interactive training. The incentive portion of this recommendation should be funded at not less than $2 million annually to produce a significant impact.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

**6. Support Higher Cost Strategies**

**PROPOSING ORGANIZATION:** Minnesota Executive Branch Policy Development Program.

**PROPOSAL DESCRIPTION:** Higher cost strategies should be supported which:

- Improve teacher compensation such that an incentive for excellence exists.

- Lengthen the school day and/or the school year to provide additional opportunity for learning.

- Introduce new programs into the curriculum and thus extend opportunities for students.

- Emphasize use of technology for providing or supporting excellence in education.

**BASIC PREMISE:** In general, although resources are limited, every indicator suggests that the public is concerned about education and willing to support change (as long as it is involved in the process).

**COST IMPLICATIONS:** A $5,000 per person salary incentive for 45,000 school staff members would cost the state $225 million annually.

- Extending the school year by one day has been estimated to cost $13 million annually while the addition of one hour of instructional time per day would cost $182 million annually.

- New program addition in the curriculum would be at little cost if other programs are dropped.

- Technology addition is already underway and needs only to be encouraged within the current framework.

**REFERENCE DOCUMENT:** Minnesota State Government Issues. Role of Public Education in Fostering Institutional Change: Assessment of Ways by Which Public Education Can Be at the Forefront of Change, August 1984.

**7. Increased Funding for Planning, Evaluation, and Reporting (PER) and for Staff Development**

**PROPOSING ORGANIZATION:** Minnesota Alliance for Science.

**PROPOSAL DESCRIPTION:** Make a more adequate investment in planning, evaluating, reporting (PER) and paid staff development for teachers and principals.

- The funding formula should be changed to provide a minimum floor of $10,000 per year for the smallest district in the state. Allocations above the minimum should be related to the number of schools operated by the district and the number of teachers employed in each school. Within a district, no school should receive less than $5,000 per year.

- State policy makers should invest annually at least 1 percent of the over $2 billion per year in total school operating expenses in planning, evaluating, staff development, and reporting to the community.

**BASIC PREMISE:** Current appropriations are not adequate for PER and the staff development needs identified locally through that process.

- The functions of planning, evaluating, developing staff to make changes, and reporting to the community are not related proportionally to the number of learners enrolled in a school.

- A recurring appropriation will be an effective incentive to ensure that local boards set priorities for planned change to meet the needs of learners in a rapidly changing society.

**COST IMPLICATIONS:** No specific total figure is mentioned.

**REFERENCE DOCUMENT:** Action for Excellence and Equity: A Comprehensive Plan to Improve Learning in Mathematics and Science, (December 1984).

**8. Develop Computer-Based Performance Monitoring Systems**

**PROPOSING ORGANIZATION:** Minnesota Council on Quality Education.

**PROPOSAL DESCRIPTION:** Alternative comprehensive, computer-based performance monitoring systems should be developed to assist school boards and administrators in resource allocation.

- Data-based performance management models should consider internal indicators of the total school culture for efficient resource allocation.
- Effective indicators such as morale as well as more standard indicators such as attendance and achievement data should be considered.
- Opportunities for examination of the relationships among indicators, monitoring and course correction to increase the effectiveness of the learning environment should be considered.
- Proposals may include partnerships with community members, higher education, business, and teacher mentors.

**BASIC PREMISE:** Data-based decisions are gaining importance in school districts with improvements in technology and accumulated knowledge about the field.

- More work is needed on causal relationships among various indicators and on development of a broader range of indicators to be incorporated and monitored as a basis for decisions regarding resource allocations.

**COST IMPLICATIONS:** $500,000 for the 1986-87 biennium is recommended.

**REFERENCE DOCUMENT:** Council on Quality Education Report on Research and Development on Alternative Educational Structures and Practices, February 1985.

**9. Grant Tax Credits for Donations of Laboratory Equipment**

**PROPOSING ORGANIZATION:** Minnesota High Technology Council.

**PROPOSAL DESCRIPTION:** This program would allow state tax credits for laboratory equipment grants from the private sector. It is similar in its concept to a federal program for donations to research institutions.

**BASIC PREMISE:** Physical and biological sciences are best taught by an emphasis on "hands-on" laboratory work. Because equipment and supply budgets for many science classes are very low, tax credits would help to provide much needed equipment.

**COST IMPLICATIONS:** According to the document, there are none available ("N/A").

**REFERENCE DOCUMENT:** The One Percent Solution: A Key Investment In Minnesota's Future, February 1985.

## XI. RESEARCH AND DEVELOPMENT

### 1. Fund Research and Development Projects

**PROPOSING ORGANIZATION:** DFL Group.

**PROPOSAL DESCRIPTION:** The research and development projects identified by a statewide task force will be funded. These programs reflect a commitment to the improvement of Minnesota education by funding the investigation of alternative delivery systems, individual learning plans, site-based management, and other topics.

**BASIC PREMISE:** This will assist in taking a closer look at the feasibility of implementing structural changes in the education delivery system.

**COST IMPLICATIONS:** $4 million allocated for 1986-87 bienium.

**REFERENCE DOCUMENT:** Initiatives for Excellence: Continuing Minnesota's Commitment to Educational Improvement, January 1985.

### 2. Fund Research and Development to Identify and Address Local Needs

**PROPOSING ORGANIZATION:** The Governor's Commission on Education for Economic Growth.

**PROPOSAL DESCRIPTION:** Additional monies should be offered by the state for use in research and development to identify and address local needs.

**BASIC PREMISES:**

- Research and development are essential for planning, coordinating, and organizing change.
- By making funds available to local schools on a consistent and ongoing basis, the state assures opportunity for planned evolution in education to meet the needs of a changing society and workplace.
- The diversity of districts and schools within the state argues against a central research unit--for the most effective study and change, the process of research and planning should occur at the local level.
- Though local communities might generate a portion of the necessary funds, the state should take a leading role in funding and stimulating research and development at the local school level.
- Funds should be allocated and used according to the needs and priorities established by each school, with the input and assistance of its local community, business, and other resources.

**COST IMPLICATIONS:** No exact figure stated in document.

**REFERENCE DOCUMENT:** Report to the Governor: The Governor's Commission on Education for Economic Growth, November 1984.

**3. Define, Fund, and Implement Research Needs Identified by Teachers**

**PROPOSING ORGANIZATION:** Minnesota Education Association.

**PROPOSAL DESCRIPTION:**

- Teachers shall define and identify research needs in public education and the state shall fund the research, and it shall be conducted in conjunction with the teacher and a recognized public research institution.

- The state shall fund the implementation of the positive results of this new research and the results of already completed research for use in the public education system.

**BASIC PREMISE:** In general, it is the mission of the MEA to advocate for the very special educational relationship that exists between the student and the teacher.

**COST IMPLICATIONS:** None stated in document.

**REFERENCE DOCUMENT:** The Minnesota Education Asociation's Agenda for Educational Excellence: A Teacher Treatise, November 1984.

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1986 The 6-M Perspective: Visionary and Workable Criteria For Public Education Policy In Minnesota. Brochure. St. Paul: The 6-M Organizations, 1910 W. County Road B, Suite 109, St. Paul, MN 55113, (612) 636-8366 (January).

## APPENDIX

The following is a listing and description of the different organizations that were the sources of the reform proposals. After each description an address and phone number are provided for anyone interested in obtaining further information.

### State Department of Education

- The Minnesota Council on Quality Education is part of the Department of Education and was established in 1971 by the Minnesota legislature to fund cost-effective innovations developed by school districts. Address: 722 Capitol Square Bldg., 550 Cedar St., St. Paul, MN 55101 (296-5072).
- The Minnesota Executive Branch Policy Development Program originates from the governor's office, but this particular report ("The Role of Public Education...") was undertaken by the educational cultural affairs subcabinet under the leadership of Nan Skelton, Assistant Commissioner of Education. It is one of several reports coming from this subcabinet and was chosen because it makes a number of specific recommendations which appear representative of and include much of what the Department of Education has been working on for the past few years. Address: State Department of Education, Capitol Square Bldg., 550 Cedar St., St. Paul, MN 55101 (Nan Skelton, 296-2414).

### Office of the Governor

- Governor Rudy Perpich's "A Speech on Educational Policy to the Citizens League" outlined his "access to excellence" program.
- The Governor's Commission on Education for Economic Growth was appointed in 1984 to study those recommendations for improving education that were presented in the Department of Education's "Action for Excellence" report. Address: c/o N. Bud Grossman, One Gelco Drive, Eden Prairie, MN 55344 (828-2637).

### Recognized Education Organizations

- The Minnesota Association of Colleges for Teacher Education represents teacher educators in the public and private colleges and universities in Minnesota. Address: c/o William E. Salesses, Chair, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55105 (647-5156).

- The Higher Education Coordinating Board was directed by the 1984 Minnesota legislature to submit a report (in cooperation with the Board of Teaching) with recommendations on teacher education in order to guide state policies on teacher education. Address: Suite 400, Capitol Square Bldg., 550 Cedar St., St. Paul, MN 55101 (296-3974).
- The Minnesota Education Association represents the views of a sizable segment of Minnesota teachers and regards the process of education as dependent upon teachers. Address: 41 Sherburne Ave., St. Paul, MN 55103 (227-9541).
- The Minnesota Alliance for Science is a partnership between the public and private sectors and is hosted by the University of Minnesota Vice President for Academic Affairs. It retains ties with the University of Minnesota Institute of Technology and the College of Education. Address: 313 Walter Library, 117 Pleasant St. S.E., Minneapolis, MN 55455 (376-2582).

**Private-Sector Groups Involved with Education**

- Minnesota Wellspring is a private, nonprofit organization representing an alliance of leaders in labor, business, agriculture, education, and government. Address: 101 Capitol Square Bldg., 550 Cedar St., St. Paul, MN 55101 (296-1755).
- The Minnesota High Technology Council was organized in 1982 to promote a more conducive atmosphere in Minnesota for the formation and growth of technology-intensive industry. Their top priority is to build a high quality education system at all levels. Address: 4900 W. 78th St., Bloomington, MN 55435 (893-3009).
- The Citizens League was founded in 1952 as an independent, nonpartisan, nonprofit, educational corporation dedicated to understanding and helping to solve complex public problems within the metropolitan area. Address: 84 S. 6th St., Minneapolis, MN 55402 (338-0791).
- The Minnesota Business Partnership was founded in 1977 to help identify and analyze the state's longer-range economic issues and help set priorities and plans for action. Because the MBP saw the performance of the K-12 education system in Minnesota slipping, they commissioned a major study to be undertaken by Berman, Weiler Associates of Berkeley, California. Address: 2406 IDS Center, Minneapolis, MN 55402 (370-0840).
- Hill and Knowlton, an international public relations and public affairs counseling firm, was commissioned by the Education Council of the Greater Minneapolis Chamber of Commerce to develop a report focusing on business/education

partnerships in the Twin Cities. Address: Marquette Bldg., Minneapolis, MN 55402 (332-8900).

- Public School Incentives is a nonprofit corporation dedicated to working for dramatic improvement in public education. The focus of PSI's efforts is to identify those conditions that create incentives for change and to help secure opportunities for change-minded educators and other community people to design and develop promising ideas for testing and demonstration. Address: 1885 University Ave., St. Paul, MN 55104 (644-7441).

**State Legislature**

- The DFL group referred to in this catalogue is a shorthand designation for the booklet "Initiatives for Excellence" co-authored by four DFL legislators--Sen. Jim Pehler, Sen. Tom Nelson, Rep. Bob McEachern, and Rep. Ken Nelson. Address: Sen. Pehler's Office, 306 State Capitol, St. Paul, MN 55155 (296-4241).
- Rep. John Brandl submitted a bill entitled, "Minnesota Educational Quality and Equity Act of 1983." Address: 311 State Office Building, St. Paul, MN 55155 (296-4837).
- Sen. Florian Chmielewski submitted a bill entitled the "Demonstration Educational Grant Act of 1983" and then resubmitted a revised form of it entitled the "Education Choice Act of 1985." Address: 328 State Capitol, St. Paul, MN 55155 (296-4182).
- Sen. Tom Nelson and others submitted an "Access to Excellence" bill which was the legislative embodiment of Governor Perpich's own proposals. Address: 301 State Capitol, St. Paul, MN 55155 (296-4871).
- Education Finance Omnibus Bill. This is the large school aids bill passed during the June special session of the legislature and includes the legislation discussed in the legislative update. Address: 301 State Capitol, St. Paul, MN 55155 (296-4871).